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ABSTRACT

"Second Step" is a series of curricula for preschool through junior high/middle school students that addresses the issue of interpersonal violence among adolescents. It is designed to reduce their impulsive and aggressive behavior while increasing their levels of social competence through empathy training, interpersonal problem solving, behavioral skills training, and anger management. At the middle school/junior high school level, "Second Step" has three sets of lessons, one for each year of implementation. The 15 lessons in the Level One curriculum are "foundation lessons." This curriculum contains Level Three lessons for the third year of implementation. These eight lessons essentially extend and reinforce the lessons from Levels One and Two. The lessons are divided among the following units: (1) "Understanding the Problem"; (2) "Training for Empathy"; (3) "Anger Management"; (4) "Problem Solving"; and (5) "Applying Skills." Each lesson contains discussions of concepts, objectives, preparation, teacher notes, a lesson script, role plays or activities, homework, and extended ideas. A Teacher's Guide introduces the curriculum and suggests best ways of presenting the lessons. Transparencies for lessons are included, and 31 resources are listed for further information. (Contains 82 references.) (SLD)

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Second Step®

A Violence Prevention Curriculum

Middle School/Junior High

Level 3

Skillbuilding Lessons

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Table of Contents

Teacher's Guide

Introduction ____ 1
How to Use this Curriculum ____ 5
Getting Started ____ 9
Unit Descriptions ____ 12
Handling Disclosure and Reporting ____ 21
References ____ 22
Resources ____ 26

UNIT I: Understanding the Problem

Lesson 1: The Role of Spectators ____ 29

UNIT II: Training for Empathy

Lesson 2: Labels, Stereotypes, and Prejudice ____ 39
Lesson 3: Active Listening ____ 47

UNIT III: Anger Management

Lesson 4: Advanced Coping Strategies ____ 55

UNIT IV: Problem Solving

Lesson 5: Using a Problem-Solving Strategy ____ 67
Lesson 6: Setting Goals ____ 75

UNIT V: Applying Skills

Lesson 7: Dealing with Putdowns ____ 83
Lesson 8: Negotiating for What You Want ____ 91

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Introduction

Second Step, Middle School/Junior High, is a series of curricula which addresses the issue of interpersonal violence among adolescents. It is designed to reduce their impulsive and aggressive behavior and increase their level of social competence through empathy training, interpersonal problem solving, behavioral skill training and anger management. *Second Step* also has a curriculum series for preschool and elementary grades.

At the middle school/junior high level, *Second Step* has three sets of lessons, one for each year of implementation. The fifteen lessons in the Level One curriculum are "foundation" lessons.

This curriculum contains Level Three lessons for the third year of implementation. These eight lessons essentially extend and reinforce the lessons from Levels One and Two.

Scope of the Problem

Newspapers and television daily attest to the fact that violence is a pervasive element in our society, especially among adolescents. In fact, the Nation is experiencing an unrivaled period of juvenile violent crime as reflected in the following statistics: Young people between the ages of 10 and 21 account for 36% of violent crime in the United States (F.B.I., 1994). Between 1983 and 1992, arrests for aggravated assault increased 95% for juveniles, and juvenile arrests for murder increased 128% (Office of Juvenile Justice and Delinquency Prevention, 1995). In the vast majority of juvenile homicide cases (85%) the offender and victim are related to or acquainted with each other (Fox, 1993).

The scope of the problem is broader than what statistics represent. It is estimated that school violence is under-reported by as much as 50%. Teachers feel the problem on many levels as they spend increasing amounts of time attending to students' disruptive and inappropriate behavior in the classroom, off-task behavior on assignments, and interpersonal conflicts both in and outside of class. In a growing number of cases, teachers are threatened with violence by their own students.

Every school has students who are labeled "high risk." These youths are characterized by excessively aggressive and impulsive behavior, which is a burden to their teachers and their peers. The core elements in this high-risk pattern are:

- aggressive behavior with peers
- negative and defiant behavior with adults and peers
- a tendency to rush into things without forethought
- high levels of attention-seeking behavior
- low levels of guilt feelings
- self-centered verbal responsiveness to others, exemplified by interrupting others, blurting out their thoughts, and talk which is irrelevant to the ongoing conversation (Spivack & Cianci, 1987).

Bullies fall into this high-risk category. They tend to perceive every bump or slight as an act of aggression that requires retaliation; they often believe that others are out to get them. It is estimated that 15% of school students are involved in bully-victim problems and 10% of students are regularly harassed or attacked by bullies (Gruen, 1987).

What is in store down the road for these high-risk youths if their impulsive and aggressive behavior remains unchecked? Research shows that the majority are headed for a lifetime of failure, exacting a great toll from society. This group is particularly at risk for underachieving in school or dropping out, abusing drugs and alcohol, and performing below their potential throughout their careers. As parents, they are often physically and/or sexually abusive, and one in four are imprisoned for adult crimes by age 30 (Gruen, 1987; Patterson, 1992).

Victims of aggressive youths also suffer ill effects. They may have low self-confidence, withdraw, or even commit suicide. In a few cases, the victim's anger may erupt in explosive retaliatory violence, which may even result in murder of the persecutors. According to the National Crime Victimization Survey, approximately 25% of the middle school and junior high students in the U.S. fear victimization by their peers at school and 15% fear victimization going to and from school (U.S. Bureau of the Census, 1989).

Students with minor learning and behavior problems also run a risk. They, too, may not achieve their full potential and may suffer from poor self-esteem. Their increasing lag in the social and academic realms foreshadows adjustment problems in adulthood.

Background

Why do youths fail to display appropriate social behavior? Youths with minor behavior problems, as well as high-risk youths, fail to act prosocially because they:

- don't know what appropriate behavior is due to a lack of modeling of alternative ways of resolving conflict.
- have the knowledge but lack the practice due to inadequate reinforcement.
- have emotional responses, such as anger, fear, or anxiety, which inhibit the performance of desirable behavior (Cox & Gunn, 1980).
- have inappropriate beliefs and attributions regarding aggression (Dodge & Frame, 1982; Perry, Perry & Rasmussen, 1986).
- have developmental delays due to physiological problems, sometimes caused by the mother's substance abuse during pregnancy (Rutter, 1982).

Youths from dysfunctional homes, as well as homes that lack adult supervision, often fail to learn problem-solving skills which would help them achieve more socially acceptable solutions to everyday problems. Parents may fail to model the skills or fail to recognize and reinforce appropriate behavior when it does occur. All too often, it is inappropriate behavior that is modeled or gets the attention. To a child needy for recognition, negative attention is often better than no attention at all (Patterson, 1975).

High-risk children are frequently victims of violence themselves (Dodge, Bates & Pettit, 1990). They may be abused at home or may witness parental abuse of a spouse or their siblings. Very young children who are exposed to maternal battering may close down their empathic response as a means of psychological survival. Long before they reach adolescence, these children have learned that violence is an acceptable way to interact with others, and it may be the only means they have learned to attain a goal. Thus, violence tends to be an intergenerational problem, with children imitating the deficient social skills of their own parents (Widom, 1989).

Some parents of aggressive children fail to nurture or show interest in their children. There may have been a lack of bonding between mother and child from birth or an interruption during the bonding process (Bell & Ainsworth, 1972). Parents may be controlling, authoritarian, untrusting, and rejecting. They often fail to provide adequate supervision, and their discipline may be arbitrary, punitive, and extreme.

Violent television programs reinforce the message that violence is acceptable and that it is okay to dominate others. Research shows that children who view these programs act more aggressively with their peers than children who do not (Bandura, 1973; Centerwall, 1992; Huesmann & Eron, 1986; Lefkowitz, et al., 1977), and this influence is still evident into late adolescence (Eron, 1980).

Youths who are victims at home may seek out students at school whom they perceive as vulnerable. These victims may remind them of aspects of themselves of which they are ashamed. Bullies hate being victims and often persecute others for it.

Aggressive youths have often missed a key developmental step or have been delayed in their reasoning process. *Verbal mediation*—thinking out loud to guide oneself in problem

solving—is critical to the great shift in thinking that occurs between the ages of five and seven. Before this shift, children tend to respond to events superficially and in an associative fashion, often acting on the first idea that pops into their heads. When children begin to substitute logic and reasoning for association, they become able to inhibit or regulate their behavior; that is, they stop and think before they act. (Luria, 1961; Vygotsky, 1962; White, 1965; Kohlberg, Yaeger & Hjertholm, 1968). If children fail to develop these reasoning skills—the tools of independent thinking—they will feel increasingly handicapped both socially and academically (Achenbach, 1971). These skills become critically important as children move into adolescence, when they experience greater freedom and are faced with more situations requiring personal decisions.

Prevention

There has been much research over the past 20 years on the early indicators of violent adolescent and adult behavior. These behavioral indicators translate into specific skill deficits which have been consistently associated with adult antisocial behavior. These skill deficits include a lack of: empathy, impulse control, problem solving, assertiveness, and anger management (Feshbach & Feshbach, 1969; Kendall & Braswell, 1985; Novaco, 1975; Maiuro, Cahn & Vitaliano, 1986; Spivack & Cianci, 1987).

Lack of self-esteem is also commonly cited (Megagree, 1982). High self-esteem is not, however, a skill but an effect that appears to be the result of deep acceptance by primary caregivers and/or a level of social competence that allows a child to positively affect his or her environment. Developing the skills that are the building blocks of social competence should result in an indirect increase in self-esteem.

The approach of this curriculum is to develop skills in *empathy*, *anger management*, *impulse control*, and *problem solving*. Empathy appears to be a significant factor in the control of aggressive behavior. Because they tend to understand other points of view, empathic people are less likely to misunderstand and become angry about others' behaviors. Due to the affective nature of empathy, empathic people also tend to inhibit aggressive behavior because observation of pain and distress in others elicits their own distress responses (Feshbach, 1984).

The relationship of empathy to aggression in adolescence has empirical support. Aggressive delinquents were found to exhibit less empathy than nonaggressive delinquents (Aleksic, 1976; Ellis, 1982). Also, significant differences in perspective taking, a major component of empathy, between delinquent versus nondelinquent youth were found (Chandler, 1973).

To date, research on children's ability to acquire and enhance empathy skills has achieved positive results in middle school grades (Beland, 1990; Beland, Frey & Sylvester, 1997) as well as elementary school grades (Beland, 1988, 1989; Feshbach, 1984). Furthermore, empathy training is an increasingly popular treatment for adolescent sexual offenders, as well as adult rapists and other violent criminals.

The fact that empathy is, to some degree, a gender-typed quality also suggests that it is a culturally transmitted, learned ability (Feshbach & Feshbach, 1969; Feshbach & Roe, 1968). Most little girls learn to be empathic, many little boys learn not to be empathic. The Committee for Children approach holds that empathy itself is a "skill set" that includes the abilities to recognize, experience, and respect the feelings of others. It is neither pure virtue nor an intrinsically gender-based characteristic.

Like empathy training, anger management is an increasingly popular strategy to use with aggressive and violent adults and can be effectively taught to adolescents as well (Novaco, 1975; Shrader, et al., 1977; Feindler, Marriott, & Iwata, 1984; Glick & Goldstein, 1987). This strategy is comprised of the recognition of anger cues and triggers, the use of positive self-statements and relaxation techniques to prevent the onset of angry feelings, and reflection on the anger-provoking incident.

There is also evidence that adolescents, as well as younger children, can learn impulse

control in therapeutic and in classroom environments (Spivack & Levine, 1963; Spivack & Shure, 1974; Camp & Bash, 1985; Kendall & Braswell, 1982; Urbain & Kendall, 1980). Two strategies have shown promise when used with groups of impulsive and aggressive youths: *Interpersonal Cognitive Problem Solving* and *Behavioral Social Skills Training* (Michelson, 1987; Dryfoos, 1993). For our purposes, we will refer to these strategies as problem solving and behavioral skills training. The former systematically teaches a problem-solving strategy to apply to social situations. The latter teaches a prescribed set of interpersonal behaviors, such as making a complaint or dealing with an accusation, which have a broad application to a variety of social situations. A study combining these two strategies found this approach was most effective in instilling prosocial behavior in fourth- and fifth-grade students when compared to the application of individual strategies (Marchione, et al.,1984).

Problem solving and behavioral skills training complement anger management training. The problem-solving approach is applied to guide students in resolving interpersonal problems after they have effectively reduced their anger. Behavioral skills training is combined with anger management to focus on skills to use with specific types of provocations, such as bullying and challenges to fight.

Second Step Pilot Studies

Second Step was originally piloted in 1989-90, and the revised and expanded edition was piloted in 1995-96. In the first pilot, students who received the lessons achieved significantly greater gains in their knowledge and skill scores from pretest to posttest than control group students.

In the second pilot, the first and second year curricula were evaluated by comparing the attitudes and skills of students who participated in the program with those who did not. Some of the classes in each school were in the *Second Step* group, and some were in the control group.

In general, students who participated in *Second Step* were less likely to view aggressive behavior as a legitimate response to conflict after they completed the program. The attitude change was particularly strong for students who completed the second year and weak for boys who had just completed the first year.

After participation in *Second Step*, students were likely to report greater confidence in their social and emotional skills (e.g., ability to manage anger, resist peer pressure, understand other's point of view). Once again, attitude change was strongest for students who completed the second year, and weak for boys who had completed one year.

Finally, students in the *Second Step* classrooms showed significantly greater gains in knowledge and skill than students in the control group. Further, the control group showed no improvements in self-confidence or attitudes toward aggression.

Students who participated in the third year curriculum showed similar changes in attitudes and knowledge as other participants. We cannot say with certainty that the gains were due to the program and not maturation, however, because the third year control classrooms did not complete the test sequence.

For a more detailed summary of the pilot studies and copies of the evaluation instruments, write Committee for Children, 2203 Airport Way South, Suite 500, Seattle, WA 98134-2027; or call (800) 634-4449 or (206) 343-1223.

How to Use this Curriculum

Goals

Second Step is a violence-prevention curriculum that is designed to help students learn prosocial skills and reduce impulsive-aggressive behavior. To reach this end, the curriculum is built upon the following goals:

1. To increase students' ability to:
   - identify others' feelings.
   - take others' perspectives.
   - respond empathically to others.
2. To decrease impulsive and aggressive behavior in students through:
   - recognizing anger warning signs and thoughts that fuel anger.
   - using anger-reduction techniques.
   - applying a problem-solving strategy to social conflicts.
   - practicing behavioral social skills to deal with potentially violent situations.

Curriculum Design

The lessons in this binder are designed as a third-year review for middle school or junior high school students. It is preferable that students receiving these lessons were taught the Level One "foundation" lessons and the Level Two lessons in previous years. The current lessons are best used as boosters or reviews.

The lessons are designed to be taught and reinforced by school teachers. While *Second Step* is primarily designed for classroom use, it can be adapted easily by youth group leaders, school counselors, and therapists for use with individuals or small groups. Many of the techniques were originally conceived and tested in the clinical environment.

The units and lessons should be used in sequence as each builds upon skills presented in the previous lessons. *Second Step* is divided into five units:

I. Understanding the Problem

II. Training for Empathy

III. Anger Management

IV. Problem Solving

V. Applying Skills

The lesson format is designed for ease of use. Each lesson consists of Concepts, Objectives, Preparation, Key Definitions, Notes to Teacher, a Lesson Script, Role Plays and/or an Activity, Homework, and Extensions. Many lessons are accompanied by Overhead Transparencies. All pages are removable from the binder for implementing lessons and photocopying In-Class Activities, Homework pages, and Take-Homes (see Copyright page for more information).

With the exception of an overhead projector supplied by your school, the entire curriculum is self-contained. There are suggested preparatory and extension activities, as well as a list of resources for those teachers who want to expand on the concepts and provide more practice of the curriculum strategies.

Lesson Preparation

Prior to lesson presentation, become familiar with the concepts and objectives listed on the first page of each lesson. Key definitions are provided if you need to clarify the terms for the students. The terms may be written on the board for easy reference prior to the lesson or assigned as a preparatory activity. The Preparation section lists any equipment, materials, or copying needed. The Notes section gives background on the lessons' concepts and teaching hints.

Preparatory Activities

Preparatory activities can be found on the back of the teacher's page of some lessons. These activities are highly recommended for students who did not receive the *Second Step* program in the previous year.

Lesson Script

The lessons are written as a script for clarity and ease of use. Feel free to paraphrase and present the material in your own words. The curriculum relies on your skill in facilitating and summarizing classroom discussion. The discussion questions avoid eliciting a simple yes/no response. Instead, they begin with queries, such as "What might happen if . . .?" "How do . . .?" "Why is . . .?" Answers, indicating *possible responses* (not "correct" or absolute answers), are provided as guidelines.

Refrain from placing value judgments on students' answers, even when the response is of either extreme, clearly inappropriate or highly appropriate. "That's one idea. What is another?" encourages more participation than "That's a good idea! Does anyone have another one?" The latter response discourages participation by students who fear their suggestions may not be as "good" as other suggestions.

At the beginning of each lesson be sure to review the previous lesson with a few questions and/or a brief presentation of the Overhead Transparencies.

Overhead Transparencies

Overhead Transparencies give additional visual reinforcement of the curriculum strategies and target behaviors. Skill steps are provided for the two curriculum strategies. Refer to "How to Solve Problems" and "What to Do When You Are Angry" during the introduction or reinforcement of the problem-solving and anger management strategies.

When generating skill steps with the class, as in Unit V, guide the students to come up with their *own* steps for a target behavior, such as "dealing with putdowns." This not only helps them to "own" the specific behavior, but also to practice an important step in problem solving. For example, the students may decide that an appropriate solution for "dealing with putdowns" would be to "talk to the person," a skill that the students can break down into steps and then practice. Suggested behavioral steps are supplied for guidance of discussion.

You may choose to make large newsprint posters of some of the transparencies to hang in the classroom. This helps to reinforce concepts, strategies, and skill steps later on and encourages their use in everyday problems.

In-Class Activities

In-class activities appear in the body or at the end of the Lesson Script. The activities generally involve forming cooperative learning teams to encourage student interaction and individual involvement. The activities are varied in structure and length.

Role Plays

A. Model Role Play / *Work It Out* Video

After presenting the Lesson Script, many lessons require that the skill be modeled in a role play. This can be accomplished in several ways. The model role play can be performed by you and a student or a volunteer student pair. The video, *Work It Out*, provides two vignettes in which young people model suggested behavioral steps presented in Unit V. Research has shown that modeling is an effective means of promoting observational learning of prosocial skills (Grusec, Kuczynski, Rushton & Simutis, 1978; Rogers-Warren & Baer, 1976).

B. Student Role Plays

While modeling a skill is a powerful teaching technique, research shows that without student practice of the skill, the positive effects of modeling alone are short-lived. Student role play is an effective means for structuring practice of prosocial skills and changing student behavior (Spivack & Shure, 1974; Staub, 1974).

After the Model Role Play, pass out individual Role Play Cards to student pairs or triads. If students work in triads, one student should be an observer and let the role-playing pair know what steps they performed accurately. Provide a 10- to 15-minute practice session for students to role-play with each other. It is helpful

for students to write a brief script for their role plays, especially if they have not role-played much in the past. During practice students should switch roles so that each person has a chance to act and be an observer.

Different role-play scenarios are provided for each lesson. If there are not enough different role plays for student pairs or triads, some role plays may be assigned twice. Students may also substitute their own scenarios with teacher approval. Students may add props or even arrange furniture to convey a feeling for the situation.

During practice circulate among the students to provide information on how well they are performing the target skill. Feedback can include prompting, coaching, and suggestions for improvement. Try to keep your comments constructive and related to the individual skill steps. Observers also need help in how to give feedback to the role-playing pair.

After the practice, choose several pairs of students to perform in front of the class and receive further feedback. The observers can prompt student pairs to follow the steps if needed. Not every student need perform in front of the class for every lesson. But be prepared; every student may want to be on stage. You may want additional role plays performed during the course of the week. Be sure each student has a chance to participate in a role play during group practice or in front of the class, or they probably won't learn the target skill.

The audience can be actively involved during role plays by holding up fingers to indicate the number of each step as it is performed. After a student pair has performed in front of the class, invite student critique. Phrase your questions to elicit constructive comment; personal criticism will shut down the process. Display the skill steps on the Overhead Transparency and use it as an evaluation guide.

Initially, students may feel uncomfortable with role playing. Through scripting, repeated practice, and your ensurance of a safe environment, they will become more at ease.

Reinforcement

In addition to learning what to do and how to do it through modeling and role-playing, students need to receive positive reinforcement for performing the skill, as well as reasons for behaving in these new ways. Many youths who display poor social skills can verbalize appropriate behavior for social situations, but they often fail to translate this knowledge into action, primarily because they have not received reinforcement for it in the past.

For most students verbal praise and recognition is sufficient reinforcement. When implementing with smaller groups of high-risk youths, material rewards or privileges may also be used. Do not limit reinforcement to the lesson session; give feedback whenever students use the skills in everyday situations.

Closure

Take a few minutes at the end of each lesson to review the lesson. This is best done in your own words. Questions are provided as comprehension checks.

Transfer of Training

The long-term effectiveness of the skills presented in this curriculum is compromised unless the skills are applied to real situations. You can facilitate this transfer of training by using chances in everyday student interactions to apply the target behaviors. Suggestions are supplied under Notes to Teacher and in the Unit Descriptions in this Teacher's Guide.

Homework

To encourage use of the skills outside of class, give Homework after each lesson and encourage students to keep a notebook. Keep the parents informed about the curriculum by sending Take-Home Letters for each unit. You may also want to discuss the program at a parents' night and during parent-student conferences.

Extensions

Extensions for each lesson are provided. These activities are helpful to teachers who desire a more comprehensive program. A resource list of supplemental materials is also contained in this Teacher's Guide.

Time Frame

Second Step, Level Three can be used in its entirety at any middle school or junior high school grade level and can be adapted for high school use. Implementation of the curriculum (eight lessons) takes from three weeks (if used on a daily basis) to four or five weeks (if additional time is given to extension activities and student role plays performed in front of the class). It may also be implemented once a week over an extended period of time.

Each lesson is designed to be taught within one or two class periods. The Lesson Script section of each lesson takes approximately 20-30 minutes. The model role play, student practice session, and student performance take approximately 25-30 minutes. If students script their role plays, add 10-15 minutes. More students may want to perform role plays in front of the class than there is time for in one class period. Additional student role plays from the lesson can be performed the next day or later in the week as time allows; these role plays can effectively be used as reviews. Lessons without role plays have In-Class Activities which take 15-20 minutes. Closure and assignment of Homework takes five minutes or less.

Getting Started

Planning for Implementation

Schools can greatly enhance the success of *Second Step* by committing to school-wide implementation of the program. Implementation planning includes getting staff "buy-in," creating a school support team, identifying teachers to teach the curriculum, training staff, and providing ongoing support. Each of these steps is covered in the *Second Step Implementation Guide* which accompanies this curriculum.

Whether teaching *Second Step* as part of a school-wide plan or as an individual effort, training is essential. A one-day training will serve to provide background information, program goals, and demonstration and practice of the teaching strategies. After the training, read the Teacher's Guide and familiarize yourself with the curriculum content before using the curriculum in your classroom. After you have "gotten your feet wet" by teaching a few lessons, call or meet with other teachers or youth group leaders in your school or agency who are implementing *Second Step*. Peer support sessions help answer many questions and concerns for first-time users. You may want to observe other teachers or youth group leaders implementing the curriculum and give feedback.

Teacher Preparation

Prepare for teaching individual lessons by familiarizing yourself with the lesson Concepts and Objectives, by reading the Notes to Teacher section for background information and suggestions, and by reading the Lesson Script. The Preparation section identifies what is needed for each lesson. All lessons require use of an overhead projector or, if you prefer, a chalkboard or poster paper. Allot some time for reproducing In-Class and Homework sheets.

Classroom Set-Up

Be sure students are seated so that they can clearly see each other. If you are working with a small group, it is best to present the lessons in a horseshoe arrangement. This encourages discussion and naturally provides a stage for role plays.

Student Rapport

It is important to establish rapport with your students before implementing the curriculum. Activities which allow and encourage you to get to know one another will take time and should be included in your planning process. Books containing "climitization" activities are included in the resource list in this Teacher's Guide.

Rapport is also established by creating and implementing classroom procedures that provide consistency and a safe environment for sharing feelings and ideas. As a class, establish guidelines for working in small groups, transitioning from large to small groups, role playing, sharing feelings and ideas, discussing issues, and ensuring confidentiality.

Pilot teachers attested that rapport with students was a critical factor in the degree of success and comfort they and their students experienced with the curriculum. For this reason, teachers and youth group leaders should not implement the curriculum at the *very* beginning of a school year or a quarter/semester in which they receive a new class of students. In addition, teachers and youth group leaders, as well as the youth they serve, would benefit from adopting the teaching strategies presented in the following section.

Student Motivation

Student motivation poses a particular challenge when working with adolescents. As one teacher expressed it, adolescents' greatest fear is also their desire—that everyone is watching them. This imaginary audience (Elkind, 1970) can make adolescents very self-conscious about participating in discussion groups and role plays. At the same time, these activities are ones that elicit the greatest interest.

Lesson themes rapidly become real when students share personal experiences. Your students will be more likely to open up if you provide similar anecdotes about yourself and if the discussion is conducted in a nonjudgmental atmosphere. Make comments in a non-evaluative way, rather than with praise or correction. Students feel "safe" to talk about social problems if they sense you are really listening to each contribution.

Participation also can be encouraged by giving a five- to seven-second "wait time" after posing a question and before calling on a student. Rephrasing a question is another way to stimulate involvement. For example, rather than saying, "What are some solutions?" say, "Think of two solutions to this problem and raise your hand when you have done so." To accommodate very shy or resistant students, ask students to turn to a neighbor and share their answer to a question, followed by voluntary sharing with the group.

Discussions and role-play scenarios become more relevant and participatory when students are allowed to use informal speech or street vernacular. During discussion you might ask students to report how an idea or concept might be expressed in their neighborhoods. Similarly, students could write scripts for role-play scenarios, using dialogue typical of their neighborhoods. This is also a good way to increase involvement of less extroverted students and to integrate *Second Step* with creative writing.

Teachers and researchers report that being videotaped during role plays can be highly motivating for students. Students may even spontaneously critique the social skills displayed in their own taped performances (Bierman, 1986). Allowing the student to be the first to critique her or his own performance may increase the student's intrinsic motivation and feeling of self-control as well as save face.

Another developmental factor with which to contend is the primary importance of peers to adolescents. Peer acceptance is based in part on rejection (or apparent rejection) of adult values, including those regarding foul language and fighting (Allen, Weisberg, & Hawkins, 1989). One approach is to treat anger management and problem solving as a way to be socially competent with peers and have control over oneself by not losing one's "cool" (both strong values for adolescents) rather than as a way to "be good" (an adult value).

Aggressive young people attach particular importance to being "in control" of situations (Coie, Underwood, & Lochman, 1991). They often resort to aggression as a means of regaining or maintaining control. In discussions try to reframe the question of control. Suggest that someone who acts impulsively when angry is being controlled by other people. What it means to "win" a hostile encounter may be redefined as using one's head to avoid being manipulated into fighting, thus thwarting the hostile intentions of others. Although this fails to challenge the underlying view of the world as a hostile place, social realities can make this a useful starting point.

Young people may also be skeptical of social problem-solving programs because of their own experience in violent homes and communities. It is important to recognize that the repertoire of aggressive behaviors and beliefs typical of such children may be adaptive *for that environment*, even though it leads to maladjustments in school and similar arenas.

Therefore, it is important to stress that the goal of *Second Step* is not to completely eliminate defensive strategies, but to enable students to develop alternative repertoires and to *identify* which behaviors are appropriate in a given situation. For example, students may be hesitant to use "I feel . . ." statements. They understand, quite correctly, that some people

do not care how they feel, and in that context a statement about feelings may be perceived as weakness. Stress that self-talk using silent "I feel . . ." statements is helpful for exerting self-control even if audible statements are risky in a particular situation. Identifying angry feelings, for example, can remind a student to use anger management techniques. You might also help students identify individuals with whom they would feel "safe" in trying out new skills.

Another tactic to increase student buy-in is to appeal to their concern with being "safe." Bullies and victims alike are fearful of being coerced or intimidated by other kids. You can provoke interesting and constructive discussions among students by encouraging realistic, in-depth appraisals of the relative safety of various alternatives. When information, such as the fact that carrying a handgun increases their risk of being injured, challenges firmly held beliefs, it is most effective to: (1) present the information, (2) ask how many students are surprised by it, and (3) ask them to speculate why that might be so, rather than try to convince students with argument. Many students may not be convinced in a single lesson, but such questions can be returned to in subsequent lessons.

Unit Descriptions

Unit I—Understanding the Problem

Unit I introduces interpersonal violence as a societal problem that is a topic of concern to middle school and junior high students. While many students have not had direct involvement with a violent confrontation, most students have had experiences with potentially violent conflicts or have known a friend or acquaintance who has been directly involved.

Discussion of the factors which contribute to violence sets the stage for the prevention strategies presented in the following units. The first vignette on the *Work It Out* video provides a springboard for discussion. The focus is on the role of spectators in encouraging and discouraging violence. The pressure to fight and how to resist it are explored.

A video-based Extension activity, *With Friends Like You*, is provided for urban populations. It also addresses the role of spectators but with an additional emphasis on the relationship of the availability of weapons to violence. It is strongly recommended that teachers preview the video to judge whether it is appropriate to their student population.

Unit II—Training for Empathy

Empathy is a key ingredient in developing prosocial behaviors and interpersonal problem-solving skills. Without the ability to perceive, predict, and identify with another's feelings, people may learn a problem-solving model but make decisions that only benefit themselves. Therefore, any program promoting prosocial skills should first address skills to acquire and enhance empathy.

Empathy can be defined as "identification with or vicarious experiencing of the feelings or thoughts of another person" (Random House Dictionary, 1980). Individuals with strong empathy skills frequently and appropriately respond to the needs and feelings of others.

Identification of another's feelings or thoughts is a cognitive process. Experiencing the feelings of another person is an affective process. A major developmental model describes both the cognitive and affective components of empathy (Feshbach, 1975):

1. *The ability to determine the emotional state of another person.* In order to empathize with a feeling such as "sadness," a person must be able to identify emotional cues that differentiate "sadness" from other emotions.
2. *The ability to assume the perspective and role of another person.* In order to empathize with another person, a person must be able to perceive the situation from the other person's point of view.
3. *The ability to respond emotionally to another.* A person must be able to experience the emotions of another in order to respond empathically.

Developmental Levels

The ability to empathize is developed in a series of progressive social stages. As with all developmental processes, there is a wide variation among healthy children of the same chronological ages. In addition, various cultures differently emphasize the relative importance of self versus others, leading to probable culturewide differences in "normal" developmental states of empathy. Nevertheless, the following generalizations can be made (Selman, 1980; Hoffman, 1982; Shantz, 1984):

- **0-1 year:** Distress cues from others may elicit infants' own distress responses—a fusion of their own feelings with an undifferentiated other (e.g., crying at the sound of another infant crying).
- **1-3 years:** Children become aware of others as physical entities distinct from themselves. They begin to respond empathically (e.g., giving their doll to someone in distress). By age two or three, they have a basic sense that others have inner states (thoughts, perceptions, feelings) independent of their own, but may confuse their own inner states with that of others (e.g., Sally likes to play in the sand box and assumes others feel the same).
- **3-5 years:** Children develop the ability to recognize others' overt expressions of basic emotions, understand causes of emotions in simple and salient situations, and recognize that feelings may change. They begin to comprehend that when in the same situation as another, their perspectives may be either the same or different depending on the information they possess and their motives and goals. They can distinguish intentional from unintentional actions but weight consequences over motives (e.g., getting mad at someone who accidentally bumped into them).
- **6-10 years:** Children more fully appreciate situations from different perspectives and can infer other's intentions, feelings, and thoughts with a good deal of accuracy. They recognize that they may be the object of the other's perspective, allowing for reciprocity of thought. No person's perspective is perceived as absolutely right. Blame more often is attributed according to intent. They are more interested in negotiation strategies which meet the needs of those involved.
- **9-12 years:** Children begin to understand more complex emotions, such as shame, or simultaneous and contradictory emotions, such as sadness-relief. They become more self-reflective and gain the ability to view their own behavior and motivation from outside themselves. They may also gain the ability to empathize with an entire group or class of people (e.g., poor, oppressed, handicapped).
- **12-17 years:** Adolescents are growing emotionally independent from their parents and caregivers and more interdependent with their peers. They are in search of a personal set of values.

Most adolescents will move among the latter three developmental stages, depending on the situation and the degree of emotion involved. However, many are struggling at one of the lower stages of development during a time when they are faced with many situations which require higher level strategies, such as in negotiating with parents over new roles and rules. The gap between the skills they need and what they are presently capable of doing may push them to withdraw or act out (Brion-Meisels & Selman, 1984).

This developmental schedule can be disrupted by a number of factors, most notably the lack of a nurturing, responsive primary caregiver. Extremely distressful or unhappy emotional experiences, such as those encountered in cases of abuse and neglect, may lead children to develop defense mechanisms that lower their ability to empathize (Klimes-Dougan & Kistner, 1990; Straker & Jacobsen, 1981). Children who come from mildly dysfunctional homes, however, may possess a high ability to empathize because they have experienced a wide range of emotions that they can also recognize and identify with in others.

Sex role socialization favors the development of empathy in girls much more than in boys (Feshbach & Feshbach, 1969; Feshbach & Roe, 1968; Eisenberg, et al., 1989). As a general rule,

young females may be oversocialized not only to understand but to take responsibility for the feelings of others. Cultural training for boys, however, may teach them to close off awareness of their own felt experience and that of others. Male sex-role socialization, in concert with a lack of empathic caretaking and early experiences of being victimized or exposed to the victimization of family members, strongly inhibits the development of empathic awareness and response.

Aggressive adolescents' empathic ability is impaired by a number of misconceived notions about others. The smallest slight is often perceived as an act of hostility; they feel that just about everyone is out to get them. Social situations are approached from an egocentric level, that is, "How can I get them before they get me?" or "What can I get out of this?" These youths often perceive their peers as being more aggressive than themselves. They appear to have little ability to take another's perspective.

Teaching Strategies

While most research on empathy has concentrated on identifying the developmental levels and the specific components of the empathic response, other studies show that empathy is a learned behavior and suggest strategies for acquiring or enhancing it (Hoffman,1982; Feshbach, 1984; Selman, 1980). Originally designed as intervention measures for aggressive children and youth, these learning strategies become preventive when they are applied before antisocial behavior becomes habitual. The strategies are either reviewed in Preparatory Activities or presented in the two lessons.

Cognitive strategies that guide students in recognizing feelings from a variety of physical and situational cues form the starting point. For instance, in order to identify the feelings of a student in a role play who is looking confused over a friend's request, the class will be directed to notice not only the expression on the student's face but also the circumstances surrounding him. Students are also taught to recognize that feelings may change over time or may exist in conflict within one person.

Next, students are encouraged to assume the perspective and role of another person. "Point of view" is substituted for the term "perspective" to make the concept more recognizable to the students. Role plays have been the most widely promoted technique used to increase empathy in research studies. They are introduced in this unit and utilized throughout the curriculum. Role plays with a high transfer potential to real-life situations were selected.

The third component of empathy—the ability to respond emotionally to another—cannot be directly taught. Rather, it is a product of the first two elements. Responding emotionally can be encouraged through using enhancers (relating to similar experiences, finding similarities in the other person) and avoiding diminishers (labeling, stereotyping, and forming prejudices).

The ability to respond emotionally to another is also enhanced through the acquisition of communication skills. "I" messages help make others aware of one's emotional state and perspective. Active listening, which includes rephrasing or repeating what the other person has said, aids students in relating to another's inner experiences.

Transfer of Training

Many natural opportunities to practice strategies to enhance empathy arise both within and outside of a classroom. During the course of instruction or when aiding conflict resolution, encourage students to take the other's perspective by asking, "How do you think John feels when . . ." and "How can you tell he feels that way?" As students become comfortable with role-play situations, you may want to ask them to act out real-life situations in opposite roles.

Second Step, Level Three is usually implemented as part of a core class, such as social studies, or as part of a health and safety program. Other health and safety issues, such as drug and alcohol abuse prevention, utilize the core skills presented in this and subsequent units. Make connections by relating back to this program and reinforcing the use of the vocabulary presented in this unit. The subject area is

not as important as the teacher. Teachers who implement *Second Step* should feel familiar and comfortable with the strategies and be skillful in facilitating discussions and role plays.

If this program has been integrated into a core subject such as social studies, many parallels will be apparent. In social studies make role play a consistent strategy in your classroom by using it to help students understand what it is like to live in or visit another country. Explore how the students' perceptions form their world views. English classes reinforce perspective taking and problem solving through character studies and writing exercises.

As you, the teacher, become familiar and comfortable with the concepts, goals, and objectives of this curriculum, recognizing and seizing appropriate opportunities for skill transfer will become easier.

The *Second Step Implementation Guide*, which accompanies this curriculum, provides subject-specific activities and a list of books which reinforce skills and concepts contained in *Second Step*.

Unit III—Anger Management

Anger management is a compilation of stress reduction techniques for channeling one's angry feelings into socially acceptable directions. It is not an attempt to sweep the emotion under the carpet, but rather to address the source of the anger in a constructive way.

It is important to note that not all acts of aggression are precipitated by anger, nor does anger always lead to aggressive behavior. Anger is a much maligned emotion, which has its *positive* side. How would constructive social or personal changes come about if the citizenry or individual were not angry or dissatisfied with certain public policies (slavery) or private acts (abuse)? However, anger is frequently a component of aggressive behavior and acts of violence. Anger, the emotion, is not the problem; what one does with anger can be.

Developmental Levels

Since distress is unavoidable for humans, it is important to learn how to modulate, tolerate and endure negative experiences. The ability to deal with stress is a critical component of children's developmental growth. In fact, emotional regulation begins from practically the moment of birth and changes in significant ways through middle childhood. A developmental model describes the learning process as follows (Band & Weisz, 1988; Kopp, 1989):

- **0-3 months:** Young infants turn their heads away from unpleasant stimuli and use non-nutritive sucking to pacify themselves when distressed.
- **3-9 months:** Older infants are capable of remembering what has pacified them in the past and can calm down in anticipation of these experiences being repeated (e.g., ceasing to cry when hearing mother's footsteps or her soothing voice).
- **12 months-4 years:** Planned stress control or *primary coping* begins to emerge slowly around the first year of life and gains in sophistication during the preschool years. Primary coping involves the recognition of a stressful situation followed by a sequence of

actions designed to change or modify the situation. If a three-year-old is bothered by an aggressive child, s/he might move to another part of the room and choose a solitary activity which is difficult for others to join in. When confronted with getting a shot at the doctor's, a child may cry in hopes of avoiding it. Tantrums tend to peak at age four. Early in this stage, children may also consistently use a specific object, such as a blanket or stuffed animal, to reduce stressful feelings.

- **4-7 years:** During this period, *secondary coping*, the ability to adjust to circumstances as they are, emerges, although primary coping remains the preferred strategy. Secondary coping involves changing one's internal state, while primary coping involves changing one's external state. Whether young children use one coping strategy or the other largely depends on their sense of control in a situation. For example, secondary coping increases when confronted with medical procedures, such as getting a shot, or dealing with authority figures, such as a teacher; both are situations in which young children feel they have little control.
- **8-12 years:** Choice of coping strategies continues to vary across situations. Dealing with negative situations in school begins to reflect more primary coping strategies (e.g., trying harder, studying more, getting a tutor). Secondary coping, however, makes incremental gains as the general strategy of choice, and by age twelve it is the preferred strategy.
- **12 >:** While secondary coping is the general strategy of choice for adolescents, hormones and emotions which accompany physical changes and increased independence may cause youth to periodically revert to earlier methods of coping.

Anger management represents a secondary coping strategy. Children attempt to modify their internal state before they problem solve, the latter being essentially a primary coping strategy.

Teaching Strategies

In anger management the affective components of physical relaxation and mental imagery are combined with the cognitive strategies of self-instruction and problem solving. This approach was originated by Novaco (1975) and refined by others (Feindler, Marriott, & Iwata, 1984) for use with angry adolescents. Since its inception as a therapeutic tool, it has worked well not only with aggressive delinquents but also with juvenile sex offenders.

Anger management uses *self-talk* to guide one's behavior. Novaco noted that "anger is fomented, maintained, and influenced by the self-statements that are made in provocation situations" (Novaco, 1975), and that angry feelings are often accompanied by "a combination of psychological arousal and cognitive labeling of that arousal as anger" (Novaco, 1979). For example, someone may confront a problem, become physically aroused (hot, tense, accelerated heartbeat), and then label her/his feelings, "That makes me so mad!" This serves to further arouse her/him.

The anger cycle is represented by a fire on an overhead transparency. A match stands for events which "ignite" anger. "Hot talk," the person's negative interpretation and labeling of the event, serves to "fuel the flames" of anger. This diagram emphasizes the role choice plays; nobody is "made" angry by an event or person, rather it is how one interprets a situation that counts.

Anger management seeks to break or reverse this cycle of anger escalation by substituting positive coping statements ("cool talk") and psychological techniques to reduce the physical arousal pattern and "put out the fire."

This strategy, as refined for this curriculum, follows:

Step 1: How does my body feel?

Step 2: Calm down:

- Take three deep breaths.
- Count backwards slowly.
- Think calming thoughts.
- Talk to myself.

Step 3: Think out loud to solve the problem.

Step 4: Think about it later:

- Why was I angry?
- What did I do?
- What worked?
- What didn't work?
- What would I do differently?
- Did I do a good job?

Anger management is naturally paired with the problem-solving approach; after reducing anger, one needs to deal effectively with the situation that provoked the anger in the first place. Anger management can be seen as a prelude to making peace with others.

Transfer of Training

There are plenty of opportunities for students to use the anger management steps during the course of the day. Encourage students to write about situations which prompted their anger and how they dealt with them.

You will have many opportunities to model self-talk and encourage its use with students. Any time emotions flare or students need to prepare for stressful situations, such as taking a test or playing in an important ball game, brainstorm examples of self-talk that could apply to the situation.

Students often enjoy using peaceful imagery regularly in the classroom. It is a good tone setter at the beginning of a class period, especially when outside events have raised students' energy or stress levels. Ask students to take turns preparing and reading some imagery to the class each day. Evaluate the effects of the technique after several weeks.

Unit IV—Problem Solving

After the ability to empathize, the most important ingredient to achieving consistent prosocial behavior in adolescents is the knowledge and use of a problem-solving strategy. Students can learn to apply a method for solving an interpersonal problem, such as dealing with gossip, just as they use certain steps to solve a math problem or conduct a science experiment.

Developmental Levels

Normal children proceed through a developmental reasoning process which involves verbal mediation (Vygotsky, 1962). Verbal mediation refers to the ability to *think out loud* to guide one's behavior. The following developmental model incorporates the acquisition of verbal mediation and problem-solving (Luria, 1961; Selman, 1980):

- **2-3 years:** Children begin to label items and progress to describing their activities out loud to themselves. While playing with blocks, a three-year-old might say, "I am making a BIG tower. Now I am putting a hat on the tower. Oh, it fell down!" Problem solving usually consists of physical, non-communicative methods such as parallel play and taking what they want. Children also begin to abide by limits adults set for their behavior.
- **3-4 years:** Children at this age can usually follow complicated directions given by an adult and may begin to regulate their own behavior through verbal self-instructions. When responding to a parent's directions, a four-year-old might say, "Wash my hands; turn off the water. Turn off the light. (to parent) I washed my hands. I'm ready for lunch!" Problem solving begins to include one-way directives or requests ("Let me have a turn." "Can I play?").
- **5-7 years:** During this stage, children begin to process information cognitively rather than react to events in a superficial or associative manner. After this shift, children are able to inhibit impulsive reactions through the inner thought processes of logic and reason. The problem-solving mode begins switching from

overt (external, out loud) to covert (internal) speech. When presented with difficult or stressful tasks, the amount of overt speech may temporarily increase to help guide behavior (Frauenglass & Diaz, 1985).

- **8-11:** By age ten, mediation is almost entirely covert. In middle childhood interpersonal problem solving becomes reciprocal in nature, stressing the satisfaction of both individuals involved, with one remaining predominant. Strategies include persuasion ("Come on—it will be really fun."), bartering ("If you let me borrow the book, I'll share my lunch with you."), and taking turns ("It's your turn to go first.").
- **12 >:** In adolescence problem solving becomes more collaborative, reflecting mutual needs and an interest in sustaining the individuals' relationship.

It is unclear why this developmental process is interrupted in some children. Since cognition is so closely tied to the development of language, delays in language development spell delays in reasoning abilities as well. As stated before, adult modeling or lack of modeling also will affect the development of problem-solving abilities.

Teaching Strategies

The problem-solving strategy proposed in this curriculum was first introduced by Spivack and Shure (1974) and refined and enhanced by others (Kendall & Braswell, 1985; Camp & Bash, 1985; Meichenbaum, 1977). This teaching strategy has proven successful as a preventive measure for adjusted youths as well as a prescriptive measure for aggressive youths (Krupa, 1982; Shure & Spivack, 1983).

The problem-solving approach as refined for this curriculum has five components:

Step 1: What is the problem?

Each person says:

- what happened
- how I feel
- what I need

Restate the problem giving both points of view.

Step 2: What are some solutions?

Step 3: For each solution, ask:

- Is it safe?
- How might people feel?
- Is it fair?
- Will it work?

Step 4: Choose a solution and use it.

Step 5: Is it working? If not, what can I do now?

To facilitate the use of this strategy, hypothetical situations are presented in which students must use problem-solving skills.

The first step—identifying the problem—while not the most critical, is often difficult for students inexperienced in recognizing the perspectives of others. The three substeps help to guide students in incorporating the points-of-view of those involved.

The second step—brainstorming solutions—is one of the most critical skills to attain. Research shows that the ability to generate varied solutions to a problem is a deciding factor in whether students experience success in solving interpersonal problems. The quantity of solutions is as important as the type or quality of solutions generated (Fischler & Kendall, 1988; Kendall & Fischler, 1984).

In order not to inhibit student responses, refrain from placing value judgments on suggested solutions. "That's one idea. Who has another idea?" encourages more participation than "That's a good idea! Does anyone else have one?" The latter response discourages students who fear their suggestion may not be as "good" as other suggestions from participating in the brainstorming session.

Of equal importance is to evaluate each solution. Students often want to rush past this step; direct them to slow down and consider the consequences of solutions. Unit II provides the requisite skills and concepts for consequential thinking on which this unit builds. Gaining the

ability to realistically evaluate solutions also helps students change to an alternative plan if a chosen solution is not working.

After students evaluate the alternatives and choose and apply a solution, direct them to evaluate whether the solution is working. Students may at first feel a sense of failure if the solution they chose does not work. Encourage them not to look at it as a win-lose situation. Most successful people, including athletes, did not succeed on their first try. When a solution doesn't work, it is important to be flexible and pursue another avenue. This ability to change directions when necessary is another attribute of the successful problem solver.

Self-Instruction

An important technique to use with anger management and problem solving is self-instruction or verbal mediation. Students use self-talk to reduce anger and to guide themselves through the problem-solving sequence out loud. Studies with normal and impulsive children have found that verbal self-instruction and labeling increases and maintains recall, cognitive performance, discrimination learning, and ability to control motor behavior (Camp, 1977; Camp & Bash, 1985; Kendall, 1977).

Exceptionally aggressive and impulsive youths have not progressed through the developmental stages of verbal mediation cited earlier. To acquire these reasoning skills, they can purposely verbalize the problem-solving process out loud. To encourage use of the think-out-loud strategy, the problem-solving steps are written in the form of questions which students are directed to *ask and answer* of themselves. This process may sound as follows: "Let's see, what is the problem? My friend puts me down but says he's only joking. What are some things I could do about it? I could put him down; I could ask him about it; I could tell him how I feel; I could ignore the putdown; I could stop hanging out with him. What might happen if I . . .?" (evaluate solutions for possible consequences). In this case there are several acceptable solutions, so the student decides, "I think I'll tell him how I feel. I'll see if it works." In the clinical environment and after repeated practice, students are encouraged to go through the steps silently in their minds or by whispering to themselves. In this curriculum students are required to think out loud, not only to aid in the development of their reasoning skills but also to indicate whether they are learning the strategies.

Transfer of Training

To encourage students to apply the problem-solving steps and behavioral skills to real-life situations, use a technique called *Imagine the Day or Week.* First, help students to target times they might use the skills. Then, if you notice students using the skills, provide reinforcement by helping them to recognize the benefits of their actions. This is called natural reinforcement; it is more powerful than praise alone. Finally, ask students to remember the day or week by relating and evaluating instances in which they used the skills.

Research suggests that academic skills will be strengthened when the concepts and skills involved in problem solving are reinforced in the social realm (Shure & Spivack, 1983). It is interesting to note, however, that the concepts and skills are not naturally generalized from academic to social situations as they are from social to academic situations (Meichenbaum, 1977; Douglas, Parry, Marton, & Garson, 1976).

Problem-solving skills are easily applied to any academic subject and to social conflicts as they arise during the course of a day. Post the problem-solving steps in the classroom and refer to them when mediating social conflicts or helping students to solve academic problems. Students may use the steps with little or no assistance from the teacher and may act as mediators in their peers' disputes.

You may consistently model problem-solving skills by thinking through classroom problems out loud to the class. For instance, an unexpected opportunity may arise in which you know your class would like to partake, but you must also be sure they complete the required course material. By thinking through the problem out loud and allowing students to offer

possible solutions, you will help reinforce the concepts and strategies presented in this unit. Be careful, however, to ask for student participation only in decisions in which you are prepared to allow them a voice.

Some adjustment on the teacher's part may need to be made if one places great importance on students working quietly. Problem solving involves thinking out loud and discussion among the students. You can plan structured time to fully utilize the strategies. With practice, this technique can become a natural element of the classroom climate.

Unit V—Applying Skills

Unit V applies the skills introduced in Units II, III, and IV to specific types of problem situations which put young people at risk:

- Dealing with Putdowns
- Negotiating for What You Want

Video

In each lesson, a problem is presented in a video vignette in *Work It Out* to which the students are asked to apply the problem-solving strategy. Since the situations often involve anger and other forms of stress, the use of anger management techniques is reviewed. Finally, the students are asked to operationalize their solution to each problem by generating behavioral skills steps. The students then observe the video vignette replayed using the appropriate skills. At the end of both lessons, the students practice using the skills in role plays.

Modeling and role playing is a key element in this unit. You also may want a model role play performed in class by you and a student or a student pair, especially if the skill steps generated by the class differ from those performed in the video. It is acceptable and expected that individuals will generate somewhat different skill steps. Students are more likely to own the behavior if they have had a hand in designing it. You may need to plan extra time for role-play performances.

Transfer of Training

The lessons were chosen because they represent common problem situations for students in this age group. Take time for students to relate and reflect upon their own experiences. There will be plenty of opportunities to apply the skills practiced in this unit. Be sure to follow up on student experiences even after the presentation of the *Second Step* program has been completed.

Handling Disclosure and Reporting

Second Step encourages students to talk about their feelings. It also models standards of behavior, such as how to deal with angry feelings. As a result of exposure to the curriculum, students may disclose abuse (emotional, physical, or sexual) or neglect. You should be prepared to deal with the situation should this occur in your classroom. The following are some suggestions for responding to disclosure:

- If a student discloses during a lesson, acknowledge the disclosure by saying, "I'm glad you told me; I'd like to talk with you about it after class."
- Afterwards, find a private place and talk individually with the student.
- Do not panic or express shock.
- Express your belief that the student is telling you the truth.
- Reassure the student that it is good to tell.
- Reassure the student that it is not her/his fault, that s/he is not bad.
- Determine her/his immediate need for safety.
- Let the student know that you will do your best to protect and support her/him.
- Let the student know what steps you will take.
- Report to the proper authorities.

If you are unsure whether a student's disclosure constitutes abuse or neglect, or if you feel uncertain about how to deal with the situation, refer to your school district's guidelines and seek advice from your principal and/or local child protective service.

If you have "reasonable cause to suspect" a student is being abused or neglected, it is your legal responsibility to report your suspicions to your local child protective service or the police. This will set in motion the process of investigation and of getting help for the youth. Remember, your role is to report suspicions, *not* to investigate the situation.

Child abuse laws vary from state to state, and individual schools may have their own reporting rules. Some schools require that the head teacher or principal be informed; s/he will then make the official report. Other policies require that the principal be informed before the teacher makes the report. It is important to note that failure to report by higher administrators does *not* release teachers who suspect abuse from their legal obligations. Understanding your school policy and the child abuse and reporting laws in your state are the best assurances that you are acting appropriately in any given situation.

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Resources

Videos

From Committee for Children
2203 Airport Way South, Suite 500
Seattle, WA 98134-1223
(800) 634-4449 (206) 343-1223

Facing Up (grades 2-7)
A bully and his young victim gain the skills necessary to change their cycle of victimization. (20 minutes)

From Sunburst Communications
39 Washington Avenue
P.O. Box 40
Pleasantville, NY 10570
(800) 431-1934

Anger: You Can Handle It (grades 7-12)
Helps students differentiate between normal feelings of anger and destructive angry behavior. Shows how to get back in control and deal with anger in safe, constructive ways. (24 minutes)

Building Self-Confidence (grades 6-12)
Demonstrates that self-confidence is achieved in small steps: by taking positive risks, by learning to deal with putdowns, and through self validation. (38 minutes)

Communication: The Person-to-Person Skill (grades 7-12)
Shows that effective communication is the art of sending and receiving clear messages—both verbally and nonverbally, and pinpoints communication blockers. (37 minutes)

Drugs, Your Friends, and You: Handling Peer Pressure (grades 5-9)
Explores the effect of peer pressure on the decision to use drugs and alcohol and emphasizes assertive refusal. (26 minutes)

Friendship: The Good Times...The Bad Times (grades 5-9)
Helps students understand that changes in friendship are common in early adolescence, and that when a friendship dissolves, the best thing to do is to find new friends who share similar values and interests. (26 minutes)

I Blew It! Learning from Failure (grades 5-9)
Shows how to turn failure around and learn from it. (24 minutes)

Increase the Peace: Conflict Resolution (grades 7-12)
Helps students resolve conflicts without fighting or resorting to violence; designed for urban audiences. (32 minutes)

Just Chill! Dealing with Anger (grades 7-12)
Shows that the loss of control that anger precipitates not only fails to bring about a desired goal, but can escalate into a dangerous situation; designed for urban audiences. (36 minutes)

Let's Talk about Responsibility (grades 5-9)
Explores responsibility in a variety of situations that range from the personal to the wider society. (28 minutes)

Me and My Parents: Working It Out (grades 5-9)
Helps young adolescents understand the nature of parent-child conflict and how their own attitudes contribute. (23 minutes)

Respect and You (grades 5-9)
Explores how respect for self and others builds tolerances, develops empathy, and creates caring relationships; covers respect for property, authority, other people's ideas, and difference. (22 minutes)

Respect: The Real Deal (grades 7-12)
Challenges students to explore the issues of respect for differences, property, authority, and other people's dreams; designed for urban audiences. (30 minutes)

Say No and Keep Your Friends (grades 5-9)
Demonstrates effective techniques to use in pressure-filled situations with friends. (25 minutes)

Silence the Violence: Skills for Prevention (grades 5-9)
Shows how quickly violence can erupt between students and demonstrates appropriate responses for resolving conflicts peacefully. (30 minutes)

When Anger Turns to Rage (grades 5-9)
Helps young teens understand a troubling emotion and demonstrates ways to deal with anger. (27 minutes)

When the Pressure's On: Groups and You (grades 5-9)
Explores interpersonal group dynamics to give students a realistic look at how groups work. (30 minutes)

When You're Mad! Mad! Mad!, Dealing with Anger (grades 5-9)
Reassures students that anger is normal and helps differentiate between angry feelings and angry behavior. (27 minutes)

Background Books for Educators

American Psychological Association. *Violence and Youth: Psychology's Response, Volume 1: Summary Report of the APA Commission on Violence and Youth.* Washington, D.C.: American Psychological Association, 1993.

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Dryfoos, Joy. *Adolescents at Risk, Prevalence and Prevention.* New York: Oxford University Press, 1990.

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Curriculum Guides

Fetro, Joyce. *Personal and Social Skills.* ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830, 1992.

Goldstein, Arnold, Robert Sprafkin, Jane N. Gershaw, & Paul Klein. *Skill-Streaming the Adolescent.* Champaign, ILL: Research Press Co., 1980.

Johnson, Ulric, & William Kreidler. *Gang Violence Prevention: A Curriculum and Discussion Guide.* Educators for Social Responsibility. Available through Sunburst Communications (see videos), 1996.

Schmidt, Fran, & Alice Friedman. *Creative Conflict Solving for Kids, Grades 4-9.* The Peace Education Foundation, 1900 Biscayne Blvd., Miami, FL 33132, 1985.

Straight Talk About Risks (STAR), K-12. Center to Prevent Handgun Violence, 1225 Eye Street, NW, Suite 1150, Washington, D.C., 1992.

Books for Parents

Forgatch, Marion & Gerald Patterson. *Parents and Adolescents Living Together, Part 1: The Basics.* Eugene, OR: Castalia Publishing Co., 1987.

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UNIT I: UNDERSTANDING THE PROBLEM

Lesson 1: The Role of Spectators

Unit Goal

- The goal of this unit is to increase students' understanding of interpersonal conflicts and factors that contribute to violent and nonviolent solutions.

Concepts

- Interpersonal conflicts are unresolved problems between two or more people.
- Interpersonal violence includes physical and verbal aggression and most often happens between family members, friends, or acquaintances.
- Spectators of interpersonal conflicts can contribute to positive or negative outcomes.

Objectives

STUDENTS WILL BE ABLE TO:

- define the terms "interpersonal conflict" and "interpersonal violence."
- identify the influence of spectators in promoting or reducing the risk of interpersonal violence.
- identify factors which influence fighting.
- compare short-term gains with longer term losses from fighting.

Key Definitions

interpersonal conflict—a direct disagreement between two or more people over ideas, interests, or events

interpersonal violence—violence between two or more people; not on a large scale as in war

acquaintance—a person you know or with whom you are slightly familiar but who is not a close friend

factor—that which contributes to or helps cause a particular result

spectator—an observer or bystander

Preparation

- overhead projector
- Overhead Transparency #1
- TV monitor and VCR
- *Work It Out* video
- In-Class Activity: The Role of Spectators (one for every three students)
- Take-Home Letter

Notes to Teacher

This lesson reintroduces the curriculum to third year students. It focuses on the roles spectators or bystanders play in promoting or reducing the risk of interpersonal violence. Fights are often a big attraction to students on or off school grounds. It is important for students to explore the roles they play and to realize that merely watching a conflict can contribute to negative outcomes.

This lesson also reviews belief factors that contribute to interpersonal conflict and interpersonal violence, namely the tendency for aggressive youth to: (1) make negative assumptions about the actions and intentions of others, (2) view aggression as a viable means for getting one's needs met, and (3) view unintentional actions as signs of aggression.

"Just One of the Crowd," the first vignette of the *Work It Out* video, provides a springboard for discussion of these belief factors. The first half of the vignette shows how a small incident can escalate into a potentially violent conflict, and the second half shows how positive peer pressure can help students avoid violence. Extension 1 builds on the

themes introduced in Lesson 1. A note of caution: students may try to gain support for aggressive behaviors when discussing fights. Counter this by questioning who is "in control," those instigating the fight or those doing the fighting.

This lesson and subsequent ones ask students to explore and discuss their own attitudes and beliefs regarding violence. If the class has not participated in group work or discussions, or you are unfamiliar with their skill levels in this regard, establish clear behavioral guidelines for conduct by doing the Preparatory Activity before the lesson. Students should take the lead in creating the guidelines and phrasing them in their language and in a positive way that clearly defines expected behaviors.

Preparatory Activities

1. Creating Group Guidelines

   Tell the students they are about to begin a program that will involve much discussion of feelings and ideas and that it is important that there be a respectful environment in the class. Then ask them to come up with and agree on four or five guidelines for discussion. It is important for the students to develop the guidelines. The following questions may help stimulate discussion:

   a. Why is it important to have a respectful environment? How can we create one?

   b. Should everyone have a chance to speak? How can we make sure that different voices are heard?

   c. Should everyone be required to speak?

   d. Is it okay to disagree with someone? What can you do when you disagree with someone?

   e. What should we do if someone does not follow the guidelines?

Lesson Script

Today we will begin the third year of a program titled *Second Step*. Most of you were taught the first and/or second year lessons in previous grades.

1. Who can tell us what the *Second Step* program is about? (Empathy, anger management, problem solving, and social skills.)

Overhead Transparency #1: *Second Step*

In *Second Step* we will study how to get along with others and resolve conflicts in a positive way.

2. What does the term (word) **interpersonal conflict** mean? (An unresolved problem or disagreement between two or more people.)

Sometimes conflicts become heated exchanges which can lead to *interpersonal violence*. Interpersonal violence most often occurs between people who know each other—friends, family members, or *acquaintances*.

3. What do kids physically fight about in our school or your neighborhood? (List on board or overhead.)

In any confrontation there are usually more people at the scene than just the two people in conflict.

4. What are **spectators**? (Observers of what's going on.)

We have all been spectators. We have been spectators at sporting events and participated by clapping, cheering, booing, etc. Many of us have been spectators in conflict situations.

Let's see what happens when spectators of conflicts cross the line from being just observers.

Video Vignette: Just One of the Crowd

(Show video to PAUSE FOR DISCUSSION sign and press STOP or PAUSE.)

(Pass out In-Class Activity: The Role of Spectators.)

In-Class Activity: The Role of Spectators

In groups of three discuss the video and answer the questions on the handout. One student in each group should volunteer to record your answers. We will regroup and discuss in five minutes.

5. What **factors** contributed to the conflict? (Paul made negative assumptions about Alex's intentions or actions; both lacked information about the problem and didn't ask questions of each other; both felt peer pressure from friends and spectators.)
6. What different reactions do the friends and spectators have in this situation? (Write student reactions on a continuum from "discouraged fighting" to "encouraged fighting" with *watching* being center but towards the negative end as in the following example:)

Discouraged fighting

- urging not to fight
- getting adult help
- refusing to watch
- watching
- encouraging people to watch
- urging to fight

Encouraged fighting

I have put your responses on a continuum. On one end are actions that tend to discourage fighting and on the other end are actions that tend to encourage fighting.

7. Why do you think just watching might encourage fighting? (The students in conflict might feel pressure to be aggressive and not back down because other people are watching.)
8. What are possible consequences of the other spectators' actions? (Bystanders can get hurt.)
9. What do you think Paul and Alex should do at this point? How can they avoid fighting?

(Show video to end of vignette and press STOP.)

10. Do you agree with the way they resolved the problem? Why or why not?
11. Which characters showed the greatest strength? (Encourage students to see the courage and power Robert, Alex, and Paul exhibited—how they resolved conflict and saved face.)
12. When there is a fight at school or one is about to happen, do students act similarly to the ones in this situation? How do you react?
13. How would you react in the future?

END

Closure

In *Second Step* we will study how to get along with others and resolve conflicts in a positive way. We will also learn and practice skills to deal with specific types of conflicts.

Homework: A List of Skills

Make a list of at least five skills that were or would have been helpful in the situation we discussed today. The skills could be ones useful to the two students in conflict or to the spectators.

(Key: negotiation, anger management, problem solving, impulse control, perspective taking, etc.)

Take Home Letter: Introduction to *Second Step*

IN-CLASS ACTIVITY: The Role of Spectators

Unit 1, Lesson 1

Directions:

As a group, discuss your reactions to the situation presented in the video. Then answer the following questions. A list of characters is provided.

Paul: a new student who is bumped

Jamie: a new friend of Paul's

Alex: a student who accidentally bumps into Paul

Robert: a friend of Alex's

Mario: a friend of Alex's

1. What are three things (factors) that contributed to this conflict?

2. What are five different reactions of spectators, and what might be the consequences of their reactions?

Spectator:	Reaction:	Consequences:
Jamie		
Robert		
Mario		
Other Spectator		
Other Spectator		

Take-Home Letter

Introduction to *Second Step*

Date_____

From the classroom of _____ at_____

Dear Parent(s)/Guardian(s),

We are beginning the third year of *Second Step*, a program designed to increase social skills and reduce violence among young people. This program teaches problem solving and other skills needed in getting along with others and resisting peer pressure. We want you to know about ***Second Step*** so that you can continue classroom work at home. This program is divided into five units:

1. **"Understanding the Problem"** explores the problem of interpersonal conflict among young people.
2. **"Training for Empathy"** helps students understand other people's feelings and points of view.
3. **"Anger Management"** guides students in the use of anger management skills.
4. **"Problem Solving"** teaches steps for thinking through a problem.
5. **"Applying Skills"** provides practice in social skills such as "dealing with putdowns" and "negotiating for what you want."

You will be receiving more information about *Second Step* skills through your child's homework assignments. We hope you will help your child use these skills at home. Thank you for your support.

Sincerely,

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EXTENSIONS

Unit I, Lesson 1

1. *With Friends Like You*

Note to Teacher: This video-based extension activity further explores the themes presented in Lesson 1 with an additional emphasis on the relationship of the availability of guns to violence. It is highly recommended you preview the video in order to decide if it is appropriate for your student population.

Synopsis: Shawn, a ninth grader, is on a lunch break from his summer job at a small grocery store. His friends, Deon and Chris, meet him and begin razzing him about his new earning power, exemplified by his expensive court shoes. Spurred by envy, Chris brings up a past conflict with Shawn and tempers flare. Deon calms them down and Shawn starts back to the store. Seconds later Shawn becomes an accidental target of a pop bottle, thrown by Julio. BJ, Julio's intended target, escapes unhurt but runs back to encourage the conflict now brewing between Julio and Shawn. Chris also encourages fighting and secretly offers Shawn a gun over Deon's protestations. The video is stopped here for discussion. When the video resumes, Julio's friend, Frank, prevails on him to apologize, and Deon is successful in getting Shawn to accept the apology.

Procedure: Introduce the video and show the first half. Stop at the PAUSE sign and discuss the questions below. Show the second half of the video to see how the situation is resolved and discuss the remaining questions. You may choose to write the questions on the board or overhead projector and have the students discuss them in small groups before voluntarily sharing their answers with the larger class.

Discussion Questions:

After PAUSE:

- Who are the spectators?
- What effect do the spectators have on the conflict?
- Are spectators partly responsible for violence even if they just watch? Why or why not?
- What roles do Julio's and Shawn's friends play?
- Why do you think BJ and Chris encourage Julio and Shawn to fight?
- How does the availability of a gun affect the situation?
- What are Julio and Shawn's options?
- What would you do if you were Julio or Shawn?

After second half:

- What is your opinion of the way Julio and Shawn resolved the problem?
- What shows greater strength and "saves face," to resolve the conflict in the manner shown or to use intimidation and aggression?
- Who's in control for each of these options?

2. Course Notebook

Have students design a notebook to be used for the duration of the *Second Step* program. They should make tabs for: vocabulary, homework, writing assignments, in-class activities, and extensions.

3. Adopt a Mentor

Ask each student to choose someone s/he admires for her/his abilities to get along with others, solve problems, and reach positive goals. Have them ask this person to be a mentor for the remainder of the *Second Step* program (and possibly beyond). The students will share their homework with the mentors and discuss issues in preventing violence. An introduction letter about the program is provided for students to give to their mentor.

4. Invite a Speaker

Invite a speaker from your local police department to talk about violent crime in your town/city. Many police departments have an office of crime prevention and make speakers available for the community. Also invite someone who has successfully kept out of violent situations while living in a high-risk situation or someone who was violent and has changed her/his ways. Ask the speakers to talk about the role or involvement of bystanders or spectators in violent situations.

5. Student Survey

Have students take a survey of attitudes about fighting at school by asking five to ten students the following questions.

- What are the consequences of fighting?
- Do you think fighting is ever justified? Why or why not?
- Do you think fighting solves problems? Why or why not?
- What would help to discourage fighting?

Have them share their findings the next day.

Invitation Letter to Mentor

Second Step, Unit I, Lesson 1 Extension

Date_____

Dear_____,

I am inviting you to participate in the ***Second Step*** violence-prevention program as my **mentor**. ***Second Step*** teaches skills in understanding ourselves and others, solving problems, and dealing with difficult social situations, such as those involving peer pressure or accusations.

As a **mentor** you would discuss some of my homework assignments with me and offer your point of view and experience in handling conflict. At the end of the program, you and I will meet with other students and mentors to discuss our experiences.

I hope you decide to join me in learning about how to make the world a better and more peaceful place. If you decide to participate, please fill out and sign the form below and return it to me.

Sincerely,

✂- - - -

UNIT II: TRAINING FOR EMPATHY

Lesson 2: Labels, Stereotypes, and Prejudice

Unit Goal

- The goal of this unit is to increase students' ability to identify others' feelings, take others' perspectives, and respond empathically to others.

Concepts

- Empathy includes the ability to identify the feelings of, take the perspective of, and respond emotionally to another person.
- Labeling and stereotyping encourage preconceived and often negative images of others and inhibit people from forming their own impressions.

Objectives

STUDENTS WILL BE ABLE TO:

- name the three components of empathy
- identify ways to enhance empathy.
- recognize how labels and stereotypes negatively influence our perceptions of others and limit the choices and options available to people.

Key Definitions

empathy—understanding or experiencing the feelings of another person

point of view—perspective; what one thinks about a situation

label—a word which narrowly describes or defines someone

stereotype—a preconceived or fixed image of a group of people

prejudice—an unfavorable opinion formed beforehand or without knowledge

enhance—to increase something's value or quality

diminish—to reduce something's importance or value

Preparation

- overhead projector
- Overhead Transparency #2
- 25-50 varied pens and pencils
- Homework: Student Stereotypes (one copy per student)

Notes to Teacher

This lesson reviews the three components of empathy: identifying how another person is feeling, taking the perspective of another person, and responding emotionally to another person. It also explores ways we diminish our ability to experience empathy. If your students have not received *Second Step* in previous grades, it is strongly advised that you teach the Preparatory Activities first so that the students better understand the nature of empathy.

We have a natural human tendency to categorize things because it helps us handle and store large amounts of information and make sense out of a seemingly chaotic world. Unfortunately, this tendency also encourages us to sort, classify, and label people. Labels and stereotypes diminish our ability to empathize. Lifelong labels often take hold by the second or third grade. These labels are internally as well as externally generated, clouding the way we perceive ourselves and others. Stereotypes work in a similar fashion and are particularly strong during early adolescence when youth are heavily influenced by their peers but also want to differentiate themselves from others. Labeling and stereotyping serve to narrow people's options, form prejudices, and incite intense emotions and violent reactions.

Preparatory Activities

1. Creating a Feelings Vocabulary

   Ask students for the six basic emotions (happy, sad, mad, afraid, surprised, disgusted) and write them on the board or overhead. Then break the students into groups of three and ask each group to assign a recorder. The recorder should write the six basic emotions as column headings on a piece of paper. Give the groups five minutes to think of as many related feelings as they can for each emotion. The recorder should write the feelings in the appropriate column. At the end of five minutes see which group has the most feelings listed in all as well as which groups have the most feelings listed for each emotion. Post the lists on a bulletin board and ask students to use varied emotions in upcoming activities, such as "I" messages. This exercise may also be done individually as a homework assignment. If so, have students keep their list handy as a "feelings vocabulary."

2. Identifying Feelings

   Review ways students can identify feelings in others (facial expressions, voice, body language, the situation). Have triads of students create a brief role play that demonstrates one of the emotions listed in Activity #1. The class then tries to guess what feeling is being demonstrated in each role play.

Lesson Script

Review: In the last lesson we discussed how spectators can encourage or discourage violence in a situation involving conflict.

In today's lesson we will review what *enhances* and what *diminishes* our potential for understanding others and finding peaceful solutions to problems.

***Empathy* is a key enhancer.**

1. What is **empathy**? (Vicariously feeling what another person is feeling and showing concern and/or understanding to that person.)

Overhead Transparency #2: Components of Empathy

(Review each component of empathy on the overhead:)

- **Identifying another person's feelings involves looking for facial, verbal, body, and situational clues.**
- **Understanding another person's *point of view* involves thinking about what it is like to stand in their shoes (be in that person's situation).**
- **Responding emotionally and showing understanding is the active part of empathy.**

There are ways to *enhance* your ability to respond emotionally to others. You are much more likely to be empathic if you have had an experience similar to the other person's.

2. Have you experienced this to be true?

Many people remember or relive their own experience and emotions when witnessing a person going through a similar experience.

For example, if you see someone being left out, you are more likely to empathize with that person if *you* have felt left out before.

3. Take ten seconds to think of a recent situation in which you strongly identified with the way another person was feeling. Why do you think you identified with this person? (Ask students to share experiences.)

Just as there are ways to enhance your ability to respond emotionally to others, there are ways to *diminish* it. Let's experience one human tendency which serves to diminish empathy.

In-Class Activity: Grouping and Labeling

Get into teams of four. Each person should put all "writing utensils" in a pile on the table. If you don't have at least ten, raise your hands and I'll give you some. Your team has one minute to group (categorize) the items into four different groups based on characteristics.

4. How did your team achieve your groupings? (By sorting and classifying according to common characteristics.)

Sorting and classifying are a human tendency. When we organize our rooms, desks, lockers, etc., we are trying to create order out of chaos.

5. Why does it feel good to organize things? (Brings order to life, know where to find things, makes sense of large amounts of information.)

Unfortunately, the human tendency to sort and classify things and information also encourages us to do the same with people. We try to sort people into groups with common characteristics. People often give groups of people *labels* (geeks, preppies) to describe them, just as cereal boxes have labels to describe their contents (provide examples). Labels serve to narrowly define people, or "box them in."

6. What are some labels that kids use to describe students at school? (Note: Accept three or four suggestions and move on; the students will explore this more in the homework assignment.)

Stereotyping

While labels are one or two words; *stereotypes* are statements (sentences).

7. What is a **stereotype**? (A preconceived, fixed image of a *group* of people, such as "boys are unemotional.")

***Stereotypes* are descriptions used to group or label people. Just as you used descriptors to group your items ("All members of this group have blue ink"), people do the same with people ("All members of this group are stuck-up" or "All people in this group are smart"). Stereotypes may convey a positive or negative image. Either way they create problems.**

8. What is the problem with labels and stereotypes? (Labels and stereotypes lower empathy for others because they discourage you from looking at people as individuals; they hurt people.)

Prejudices

Labels and stereotypes form *prejudices*.

9. What is **prejudice**? (Prejudice is an unreasoning opinion or like or dislike of something. Racial prejudice is dislike of a group of people according to their race.)
10. What do you think of when you hear a stereotype or label put on that person? Do you believe it? How do you feel when you are labeled?

We are all aware that labels and stereotypes have been applied to racial, ethnic, and religious groups as well as people's sexual orientation. These stereotypes create prejudices.

11. How might labels and stereotypes, especially of a racial, ethnic, or religious group, contribute to violence? (Encourages intolerance between groups of people; person may feel s/he has to save face by fighting back; may incite intense anger.)
12. Labels and stereotypes are very strong in times of war. Why? (They make it easier to perform acts of violence. The other side is seen as the faceless "enemy." Derogatory racial or cultural labels further incite aggression.)

Closure

Today we discussed ways that enhance and diminish our ability to respond emotionally to another person.

(Pass out Homework: "Student Stereotypes.")

Homework: Student Stereotypes

Interview at least four people, using the homework sheet "Student Stereotypes," and include yourself as the fourth person.

HOMEWORK: Student Stereotypes

Unit II, Lesson 2

Directions: Ask three different students and yourself:

"What are different labels students use to describe students at school?"

"Do you believe in or use labels to describe other students?"

Label	General characteristics of labeled group (stereotype)	Believe/Use

Answer the following questions:

Did the students you interviewed have common labels?

Did they have similar stereotypes?

Do you believe these stereotypes? Why or why not?

How do labels and stereotypes affect the way you act toward other students?

EXTENSIONS

Unit II, Lesson 2

1. Feelings Flash Cards

Give students ten large index cards. On one side they should write an emotion. On the other side they should write a definition of the emotion. Have them team in partners to quiz each other using their flash cards.

2. Feelings Collage

Have students cut photographs from magazines to create a feelings collage. Ask them to incorporate a theme into their collage (i.e., feelings related to school, sports, friendships, etc.).

3. Venn Diagram: Similarities and Differences

Assign the following: People are more likely to feel empathy and show understanding when they identify with the other person. Therefore, finding ways in which you are similar to another person increases your ability to feel empathy for that person. Pair up with another student you don't know very well and sit facing that person. Find ways that you are similar and different. Together create a Venn diagram that illustrates your similarities and differences. (Draw two circles which represent each of you. The circles should partially overlap. Write your similarities in the overlapped portion. Then each write your differences in the other portion of your circle.)

4. Cultural, Racial, and Age Stereotypes

Have students write about ways their cultural, racial, or age group is labeled or stereotyped by others. They may include positive as well as negative labels and stereotypes. Discuss in class; sharing should be voluntary. Ask:

- How does it feel?
- Do you feel the labels or stereotypes describe you and your family?
- What are the effects of these labels and stereotypes on you and your family?
- Whom do you label and stereotype?

5. Overgeneralizations

Ask: What does it mean to overgeneralize? (Overgeneralizing means to draw conclusions about a group based on knowledge of a part of the group.) Provide examples:

- No adults care about what kids think.
- Most kids who go to that school are stuck up.
- All the kids in my neighborhood are tough.

What word in each statement tells you it is an overgeneralization? (no, most, all)

What are some other examples of overgeneralizations?

How does overgeneralizing lead to stereotyping and prejudice?

6. Interviews

Ask: Labels and stereotypes are very strong in times of war. Why? (They make it easier to perform acts of violence. The other side is seen as the faceless enemy. Derogatory racial or cultural labels further incite aggression.)

Have students interview an adult who has experienced war. What was her/his point of view regarding the war? The opposing side? What labels and stereotypes were given the opposing side? Why?

Relate this to "gang warfare." Are the effect of labels and stereotypes the same as in wars between countries?

7. Prejudice and the Law

Have students research laws and supreme court decisions designed to fight prejudice and then discuss in class.

8. Share with Your Mentor

Ask students to share what they have learned about labeling and stereotyping with their mentors and to review and discuss their homework with them.

UNIT II: TRAINING FOR EMPATHY
Lesson 3: Active Listening

Concept

- Active listening heightens sensitivity to others by maintaining eye contact, rephrasing what has been said, and asking questions.

Objectives

STUDENTS WILL BE ABLE TO:

- distinguish between effective and ineffective means for communication.
- actively listen to another person by maintaining eye contact and checking for understanding by rephrasing what was said and asking questions.

Key Definitions

communication blocks—behaviors that hinder good communication

active listening—behavior that indicates one is listening: eye contact, nodding, repeating what has been said

Preparation

- Overhead Transparency #3
- In-Class Activity: So Let Me Get This Straight (one copy per triad)
- Role Play Cards (copied and cut)
- Role Play Observation Form (one per each group of three students)

Notes to Teacher

This lesson reviews *active listening*, which includes maintaining eye contact, rephrasing what has been said, and asking questions. Students first experience what happens when people display poor listening skills within a conversation. Then, in teams, they write rephrasing statements and questions. Finally they role-play active listening skills within a conversation.

Be aware that behavior that indicates one is listening may vary with the culture. For example, "looking someone in the eyes" may reflect defiance and a lack of respect. Explore cultural interpretations of listening behavior with your students and be ready to introduce alternative behaviors. This lesson may extend into two class periods.

If many students have not received *Second Step* lessons in previous grades, it is strongly advised that you teach the Preparatory Activities on role playing, effective communication, and "I" messages. "I" messages use the words "I feel . . . when I/my . . .." and "I need . . .," as in "I feel disappointed when I don't spend much time with you. I need to know if we're still friends." Be sure students use emotions rather than actions to describe the way they feel. The "I need" portion of the message helps to decrease one's feeling of vulnerability by giving a positive assertion when stating feelings. "I" messages can be contrasted with less constructive ways people often communicate, such as using "you" messages, pouting, and acts of physical or verbal aggression.

Students may ridicule the use of "I" messages and express beliefs that they would never work or might expose them to teasing. Acknowledge their feelings and suggest trying out the skill in a safe situation with someone they trust. Skills that work well in some places may not work as well in others. The most important aspect of "I" messages is that they identify one's own feelings and needs and can be empowering, even when thought to oneself.

Preparatory Activities

1. How to Role-Play

   To prepare for this activity, first read the section titled "Role Plays" in "How to Use this Curriculum" in the Teacher's Guide. Then discuss the following with your students:

   a. Ask the students to define the term role play. (See Key Definitions.)

   b. Explain the purpose of role plays. (To provide practice in perspective taking and other social skills.)

   c. Describe and discuss the following role-play procedure. Students will:

   - Observe a model role play. Skills are demonstrated by a teacher or student. Teacher debriefs the role play, pointing out the steps and asking for feedback.
   - Practice the skills in pairs or threesomes. Each pair or triad receives a written role-play situation. During the practice session two people perform the role play while the third person (optional) observes use of the skills and prompts performers. The observer fills out a Role Play Observation Form used in most lessons containing role plays.
   - Receive feedback and reinforcement. Volunteer pairs or triads perform in front of the class and receive comments and suggestions. Role plays may be repeated for skill attainment.

   d. Demonstrate the above procedure with student volunteers by performing a model role play of a simple social skill, such as introducing one student to another. Be sure to list the steps being role-played on the board. Have students practice the skill in pairs or triads. Use the Role Play Observation Form if in triads.

2. Effective Communication

   Discuss the following guidelines for communication. Ask the students to role-play a situation in which they don't follow the guidelines, followed by a replay in which they use the guidelines. Compare and contrast the effects.

   - Be nonblaming.
   - Stick to the present situation.
   - Keep a calm voice and body language.
   - Take turns speaking (no interrupting).

3. "I" Messages

   Explain that the students will be reviewing "I" messages. Ask for a definition and examples. Be sure the following is covered:

   "I" messages contain two sentences and six key words: "I feel," "when I/my," and "I need," such as "I feel disappointed when I don't spend much time with you. I need to know if we're still friends."

   "I" messages are one way to communicate feelings; but they are not the only way. "I" messages tend to be most effective with close friends and family members. In situations where you don't feel comfortable using "I" messages, you could try thinking them to yourself to help clarify your feelings and needs and to feel some personal power in a difficult situation.

   Ask the students to form triads and create "I" messages for the following situations:

   - A friend broke a promise to help you with campaign signs.
   - A friend doesn't sit with you at lunch anymore.
   - A friend asks if you're having a "bad hair day" in front of other friends.
   - A sister or brother used a piece of your clothing without asking.

Lesson Script

Review: In our last lesson we discussed how labels, stereotypes, and prejudices affect our ability to empathize with others.

In today's lesson you will review listening skills. In order to experience empathy, a person needs to possess and practice good listening skills.

1. What are some examples of poor listening behavior? (Not looking at the person speaking, fidgeting, interrupting, saying something off subject, etc.)

In-Class Activity

First let's experience what it is like when people don't use good listening skills. Get into triads. One of you will tell a partner about a movie you recently saw. Your partner will exhibit poor listening behaviors. The third student should act as the observer, writing down poor listening behaviors demonstrated. Continue to switch roles until you each have been the observer and played both roles.

2. What poor listening behaviors were displayed?
3. What effect did this have on you when you were talking?
4. When is it hard to listen in real life?

(Summarize student responses.)

Overhead Transparency #3: Active Listening

The guidelines on this overhead are for *active listening*. Active listening requires you to look at the person who is speaking and to show you are listening by nodding, rephrasing or repeating what the person told you, and asking questions.

Rephrasing is the most difficult behavior in active listening. It is especially helpful when someone has given a lot of information and you want to check to see if you've heard the person's main point.

(Pass out In-Class Activity: "So Let Me Get This Straight.")

In-Class Activity: So Let Me Get This Straight

In your triads take turns reading each paragraph aloud as if you are in a conversation with the other two. After each paragraph is read, write a statement that rephrases what was said and write a question which asks for more information. Then move on to the next paragraph. (Discuss afterwards with class.)

Model Role Play

Now another student and I will replay the original situation, this time following the guidelines for active listening. I need a student to role-play the person talking about a movie she or he saw, while I display active listening skills. Watch me and mentally check off whether or not I use the active listening skills from the overhead.

5. Which of the skills from the overhead did I use?
6. What did I do well and what could I improve upon?

Student Role Plays

Now you will role-play in triads. One student will talk about the situation in the role play, and the second student will demonstrate active listening skills. The third student will be the observer. The observer will use an observation form to see if the actors stick to the guidelines. Write "Active Listening" for the role play title and list the guidelines as skill steps. Afterwards, switch roles so that each person has a chance to talk, listen, and be an observer.

(Pass out one Role Play Card and a Role Play Observation Form to each triad.)

END

Closure

In this lesson we reviewed active listening skills.

7. In what situations could you practice active listening skills today? This week?

Homework: Communication Comics

Draw a comic strip in which the characters use active listening skills. Share your comic strip with a parent or guardian and explain active listening to them. Practice active listening skills at home throughout the week.

52

IN-CLASS ACTIVITY: So Let Me Get This Straight

Unit II, Lesson 3

Directions: In triads take turns reading each of the following paragraphs aloud as if you are in a conversation with the other two students. Together write a statement that rephrases what was said and write a question that asks for more information.

Conversation #1

Something's going on. For the last two days, every time I walk up to a certain group of friends, they all stop talking. Sometimes they laugh as if they're nervous about something. I've tried to ignore it, but I wonder if I've done something wrong or if they're mad at me.
Maybe I should find some new friends.

Rephrase: _____

_____

Ask a question about what was said: _____

_____

Conversation #2

This science class is so hard! The teacher goes too fast and there isn't any time for questions. If I get a bad grade in it, I might have to get off the basketball team.
It's such a bummer!

Rephrase: _____

_____

Ask a question about what was said: _____

_____

Conversation #3

Nothing's going right today. I woke up in the middle of the night and thought about school. I couldn't get back to sleep until right before the buzzer went off. Then I missed my bus. After school I have to babysit, and my teachers assigned a ton of homework.
I don't know if I can get it all done!

Rephrase: _____

_____

Ask a question about what was said: _____

_____

ROLE PLAY CARDS

Unit II, Lesson 3

- Talk about what it's like to be a new student at school.

- Talk about what it's like on the first day at school.

- Talk about your favorite things to do.

- Talk about what it's like being the youngest, oldest, middle, or only child.

- Talk about your favorite book or movie.

- Talk about what you like to do in your spare time.

- Talk about what it takes to be a good friend.

- Talk about responsibilities and chores you have at home.

- Talk about your favorite subject.

- Talk about what is difficult about being in middle school or junior high.

- Talk about what you would like to do in high school.

- Talk about what you do when you have a problem with a friend.

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ROLE PLAY OBSERVATION FORM

Directions: In the social skill column, fill in the title of the role play and list the skill steps to be role-played. As the actors perform the role play, check whether or not the skills are being used and make comments in the strengths and improvements columns.

Social Skill	Students	Skill Steps Used	Skill Steps Not Used	Strengths	Improvements
Skill (role play title): _____ 1. 2. 3. 4.					

EXTENSIONS

Unit II, Lesson 3

1. Trying Out "I" Messages

Ask students to use "I" messages at least twice during the day. The following day discuss in class by having students describe the situations in which an "I" message was used, the messages given, and how it felt to use "I" messages. In what type of situations was it most comfortable to use an "I" message? Least comfortable?

2. Communication Comics

Assign students to draw a comic strip showing two characters communicating feelings to one another using "I" messages or an effective alternative.

3. Teach Your Family

Assign the following: Have a family meeting in which you teach family members about "I" messages and active listening. Inform them that you will be trying these skills out as homework, and you would like them to try them out with you. Ask them for feedback on what they think of these skills.

4. Share with Your Mentor

Have students discuss and practice "I" messages and active listening with their mentors.

UNIT III: ANGER MANAGEMENT
Lesson 4: Advanced Coping Strategies

Unit Goal

- The goal of this unit is to decrease impulsive and aggressive behavior in youth by having them learn and practice skills in anger management.

Concepts

- Physical signs alert us to our angry feelings.
- Other emotions often underlie angry feelings.
- Internal thoughts and self-statements (interpretation of an event) may prompt angry feelings.
- Residual anger over past events or ongoing situations can affect reactions to present situations.
- Anger and other stressful emotions can be reduced through relaxation techniques and "cool talk," positive thoughts or self-statements.
- Reflecting on performance in a stressful situation increases one's success in the future.

Objectives

STUDENTS WILL BE ABLE TO:

- recognize physical signs that indicate anger or stress.
- identify stressful emotions that underlie anger.
- recognize residual anger and its effects.
- compare and contrast different styles for dealing with stressful emotions.
- demonstrate anger management techniques.
- identify sources of support.
- make a personal contract regarding behavior.

Key Definitions

anger signs—bodily sensations that indicate angry feelings

underlying feelings—emotions, such as jealousy, embarrassment, hurt, etc., which are often masked by angry feelings

residual anger—anger left over from a previous event or situation

igniting event—external event that prompts angry feelings

hot talk—thoughts or self-statements that serve to escalate angry feelings

cool talk—thoughts or self-statements that serve to calm down and control impulsive displays of anger

impulse—a sudden reaction; an impelling force to act without forethought

Preparation

- overhead projector
- Overhead Transparencies #4 and #5
- In-Class Activity: Understanding Anger (one copy per two students)
- Handout/Take-Home: What to Do When You Are Angry (two copies per student)
- Homework: Anger Management Contract (one copy per student)

Notes to Teacher

Anger is often a surface emotion that covers for other stressful emotions a person may have difficulty acknowledging (such as hurt, jealousy, and embarrassment). This may cloud their perspective and understanding of situations. Residual anger over past events or over an ongoing situation also influences reactions in present encounters. Encourage students to

recognize underlying emotions and residual anger and how they may negatively influence their actions.

Recognition of signs of anger or stress, as well as events that "ignite" anger, is the first step in dealing with anger and other stressful feelings. It is more important to focus on the individual's *interpretation* and *labeling* of an event than it is to dwell on the physical stimulus (the match that lights the fire). *Hot talk* is introduced as thoughts or self-statements that serve to fuel anger (the fire), while *cool talk* is presented as a form of self-talk that serves to reduce anger and other stressful emotions (put out the fire). Generate examples of cool talk as the need arises, such as before a test, game, or school event.

Residual feelings of anger often are best addressed within the students' support system. Encourage students to identify supportive adults with whom they might talk about their feelings. The personal contract provided in the lesson may help them set goals in this area.

This is a sophisticated lesson for students who have not been exposed previously to an anger management lesson or course. If this is true for many of your students, you may need to review Lessons 6 and 7 in Level One before teaching this lesson. This lesson covers a lot of ground and may need to extend over two class periods.

Lesson Script

Review: In the previous lesson you reviewed and practiced actively listening to another person.

In today's lesson you will review (learn) how to handle anger and other stressful emotions.

1. How can you tell when you are feeling angry? (By bodily signs—tense, head or stomach hurts, feel hot, etc.)

These are also signs of stress. As many of you learned last year, anger often covers for other *underlying feelings* that may be very stressful.

2. What stressful emotions might underlie anger? (Fear, embarrassment, jealousy, shame, hurt.)
3. Why do you think it is hard to recognize these feelings in yourself? (May be seen as negative, so you don't want to admit you have them.)

Anger may not only mask (cover) other emotions but may also linger and affect your actions in new situations. This is called *residual anger*. For example, (supply a personal example or say the following) you may feel angry about an ongoing situation at school or with a team you are on but display your anger in an unrelated situation, such as snapping at a family member when you get home. Likewise, anger which originates at home is often displayed at school.

(Pass out In-Class Activity: Understanding Anger to student pairs.)

In-Class Activity: Understanding Anger

Break into pairs. Discuss the four situations on the handout with your partner. What emotion is the main character feeling? Does the situation involve residual anger? How does the main character's response affect each situation? How would each of you handle the situation? After ten minutes we will regroup and discuss.

(Using the Worksheet Key for guidance, discuss the main underlying feeling in each situation.)

4. In each situation what was the underlying feeling?
5. How might you recognize your own underlying feelings? (By asking yourself why you are feeling angry; by trying to understand your motivations.)
6. What situations involved residual anger? (Situations #2 and #4.)

In each of the situations on the handout, the main character *chose* how to respond. Some of the characters *acted on impulse*.

7. What does it mean to **act on impulse**? (Doing the first thing that pops into your head; acting without forethought; not using reasoning to decide on an action.)
8. In which situations did the main character act on impulse? (Situations #2 and #3.)

Overhead Transparency #4: The Fire Within

In this overhead the situation that prompts anger is called the *igniting event*.

9. What are the **igniting events** in Situations #2 and #3? (#2—Dana's father being late and tired, and then Tracy being late; #3—Jerome's teacher telling him he thinks Jerome cheated.)

Residual anger from a previous situation is like a smoldering fire. A new event can make it flare up and burn hotter.

The way we think about a situation either fans the flames or cools the fire. *Hot talk* tends to fan the flames.

10. What is **hot talk** and how does it affect the person doing it? (Thoughts or self-statements that serve to escalate angry feelings.)
11. What is the hot talk in Situation #2 and #3? (#2—"She makes me so mad"; #3—"That guy's such a jerk . . .")

12. How does the response of each person affect their situation?

Anger is not a "bad" emotion. It is the way we act that is important.

Remember, *we* decide our actions. Changing the way we think can help change the way we act. Let's review how to manage anger and other stressful feelings to prevent aggressive and violent reactions.

(Pass out Handout: "What to Do When You Are Angry"—two copies to each student.)

Overhead Transparency #5: What to Do When You Are Angry

(Ask a student to read the techniques listed under #2 on the overhead.)

13. Which anger management techniques listed on the handout were used in Situations #1 and #4?

Self-talk, when it is used to calm down, is called *cool talk*. Think of cool talk as the opposite of hot talk. Cool talk can be used not only when you feel angry but also when you feel nervous, irritated, or afraid, such as before a test, game, or other big event.

14. Which of these anger management techniques would you feel comfortable using?

The main character in Situation #4 did one other thing to deal with her feelings.

15. What did she do? (Sought help from a supportive adult.)

Think about who you would talk to about your feelings.

Closure

In today's lesson we reviewed Steps #1 and #2 of "What to Do When You Are Angry." In the next lesson we will review Step #3, Think out loud to solve the problem, and Step #4, Think about it later.

(Pass out Homework: "Anger Management Contract.")

Homework: Making a Contract

Fill in the contract for how you plan to handle anger and stressful feelings in the future. You do not need to hand this in. It is for your own personal reference. Think of it as a guide.

Take-Home: What to Do When You Are Angry

Post one copy of the anger management strategy on your refrigerator or bulletin board. Teach the strategy to family members.

IN-CLASS ACTIVITY: Understanding Anger

Unit III, Lesson 4

Directions: With your partner read the following situations. For each situation write down the underlying feeling of the main character and whether s/he has residual anger. Then write down how the main character's chosen response affects each situation.

Situation #1

Rafael misses a goal in a soccer game. At half-time the team captain gathers the team in a circle and tells Rafael that the goal he missed should have been an "easy" one to make. Rafael feels his face get hot and his skin tingle. He looks down at the ground. After the circle breaks up, Rafael breathes deeply and lies down in the grass until the game starts again. He thinks to himself, "I can do it. I will concentrate and play like I play during practice." During the second half of the game, Rafael plays his hardest and his best.

Rafael's possible underlying feeling(s): _____

Does it appear that Raphael displayed residual anger? _____

How does Rafael's response affect the situation? _____

_____

How would each of you handle the situation? _____

_____

Situation #2

Dana's parents recently divorced. She is supposed to see her father every weekend, but he is often several hours late in coming to pick her up and is too tired to do much when they are together. One day Dana agrees to meet her friend Tracy after school to go to a pet store. Tracy is ten minutes late in meeting Dana in front of the school. Dana thinks to herself, "She makes me so mad!" When Tracy walks up, Dana explodes at her: "You know, I have better things to do than wait around! I should have gone to the store by myself!" Tracy says, "If you feel that way, then go by yourself! Bark at the dogs instead of me."

Dana's possible underlying feeling(s): _____

Does it appear that Dana displayed residual anger? _____

How does Dana's response affect the situation? _____

_____

How would each of you handle the situation? _____

_____

Situation #3

Jerome studies hard and gets a perfect score on his science test. When his teacher asks him to stay after class, Jerome thinks he will be praised for his good work. Instead his teacher says, "This test is so hard, it is impossible to get a perfect score on it. You must have cheated. Besides you've never gotten such a good grade before." Jerome feels his hands clench. He kicks a desk over, stomps out of the room, and slams the door. His teacher yells at him to come back, but Jerome runs down the hall. Jerome thinks to himself, "That guy is such a jerk! See if I ever study again! A lot of good it did me."

Jerome's possible underlying feeling(s): _____

Does it appear that Jerome displayed residual anger? _____

How does Jerome's response affect the situation? _____

_____

How would each of you handle the situation? _____

_____

Situation #4

Naomi is made fun of by a group of girls in one of her classes. Sometimes they call her names. One night Naomi plays a board game with her six-year-old brother, Sam. Sam wins the game and starts to dance around the room saying, "Ha, ha. I won. You lost! You lost!" Naomi tells him to shut up but then stops and tells herself to "Calm down." She leaves the room and goes to her mother to ask if they can talk about a problem she is having at school.

Naomi's possible underlying feeling(s): _____

Does it seem like Naomi displayed residual anger? _____

How does Naomi's response affect the situation? _____

_____

How would each of you handle the situation? _____

_____

IN-CLASS ACTIVITY: Understanding Anger (KEY)

Unit III, Lesson 4

Situation #1

Rafael's possible underlying feeling(s): embarrassed, ashamed

Does it appear that Raphael displayed residual anger? No.

How does Rafael's response affect the situation? By deep breathing, relaxing, and thinking positive thoughts, Rafael comes back and plays his best.

How would each of you handle the situation?

Situation #2

Dana's possible underlying feeling(s): hurt, frustrated

Does it appear that Dana displayed residual anger? Yes.

How does Dana's response affect the situation? By blowing up at Tracy, she creates a rift in their friendship.

How would each of you handle the situation?

Situation #3

Jerome's possible underlying feeling(s): hurt, disappointed, embarrassed

Does it appear that Jerome displayed residual anger? No.

How does Jerome's response affect the situation? The teacher's assumption is not corrected and his opinion of Jerome is unimproved or worsened.

How would each of you handle the situation?

Situation #4

Naomi's possible underlying feeling(s): frustrated, hurt

Does it seem like Naomi displayed residual anger? Yes.

How does Naomi's response affect the situation? She seeks help for her problem at school.

How would each of you handle the situation?

WHAT TO DO WHEN YOU ARE ANGRY

1. How does my body feel?

2. Calm down:

- Take three deep breaths.
- Count backwards slowly.
- Think calming thoughts.
- Talk to myself.

3. Think out loud to solve the problem.

4. Think about it later:

- Why was I angry?
- What did I do?
- What worked?
- What didn't work?
- What would I do differently?
- Did I do a good job?

61

HOMEWORK: Anger Management Contract

Unit III, Lesson 4

Henceforth, I will stop and listen to how my body feels in problem situations.

If need be, I will use one or more of the following ways to manage my anger:

_____

_____

_____

_____

I will make every effort to solve the problem in a peaceful manner with the person(s) involved.

Afterwards, I will reflect on why I was angry and how I handled myself in the situation.

If I still feel angry, I will talk to one of the following people (include names and phone numbers):

_____

_____

_____

Other:

_____

_____

_____

_____ _____

your signature date

EXTENSIONS

Unit III, Lesson 4

1. Cool Talk

Assign the following: Think of three situations that might provoke anger in you. For each situation think of "cool" talk (calming self-talk) you could think or say to yourself. On a card write three examples of cool talk. Carry the card with you and use it when needed over the course of a week. If you know your friends' "cool" talk statements, you can use them to help your friends to calm down. Discuss your experiences with the class, and/or write about them.

2. Draw a Picture

Have students draw a picture of how they feel when they are angry, illustrating their anger signs.

3. Compare and Contrast

Ask students to write about a time they lost control of their anger and a time they remained calm and then compare the outcomes.

4. Self-Observation

Ask students to keep a journal for a week, noting each time they:

- think or say something negative to themselves.
- feel angry.
- avoid or reduce angry feelings.

Ask: How often did you engage in negative self-talk? What effect did it have on you? How often did you get angry? Were you able to avoid or reduce your angry feelings? How? What might you do in the future?

5. Hot Potato Toss

Bring a potato (ball, orange, etc.) to class and tell the students that it represents something very provocative, such as a putdown, racial slur, bomb, an STD. Tell the students that the object of the game is not to end up with it at the end of one minute. Start the game by tossing it to a student. Afterwards, ask:

- What did your body feel like when you had the potato?
- What was your impulse?
- How did most people choose to deal with the problem?
- Why is it so hard to control impulses?

6. Intentional or Unintentional?

Actions that cause one to be physically or emotionally hurt or to feel put down or disrespected (i.e., being tripped or bumped into) are either intentional (the person meant to do it) or unintentional (accidental). People who are quick to anger often don't stop to make this distinction or gather information.

In groups of three or four have students make a list of intentional and unintentional acts that hurt or put down a person. They should make suggestions for how they think someone receiving such actions should respond in each situation. Discuss as a class and encourage asking for information in such situations.

7. Peaceful Images

Have students draw a picture or write a paragraph describing a relaxing scene. Tell them to think about this scene when they feel angry, tense, frustrated, etc. Have them bring their drawing or paragraph to class. View or read one each day at the beginning of class. Does using this peaceful imagery change the tone of the class afterwards?

8. Collage

Have students make a collage of peaceful, relaxing pictures cut from magazines (examples: seashores, skies, flowers, etc.). Have them hang their collage near a place they go to be alone and think, such as next to their bed or on the ceiling above their bed. Ask them to take a few minutes each day to contemplate their collage. How does it make them feel?

9. Bio Dots

Have students apply bio dots (patches that change color with emotions) to their skin. They can watch the dot change color as you lead them through the anger management steps. (Bio dots may be purchased through: Bio Dot International, P.O. Box 1784, Indianapolis, IN 46206, (800) 272-2340.)

10. Share with Your Mentor

Ask students to share the anger management strategy with their mentors. Students should ask how their mentors deal with anger and how it has affected situations.

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UNIT IV: PROBLEM SOLVING

Lesson 5: Using a Problem-Solving Strategy

Concepts

- Identifying a problem involves stating what happened and the points of view of those involved.
- Brainstorming involves generating multiple solutions to a problem.
- Evaluating solutions involves identifying possible consequences of alternative solutions.
- Choosing a solution involves comparing solutions and selecting the best one.
- Reflecting on performance in a stressful situation increases one's success in the future.

Objectives

STUDENTS WILL BE ABLE TO:

- identify a problem within a given situation by saying what happened and the points of view of those involved.
- Generate multiple solutions to a given problem situation.
- Evaluate solutions on the basis of safety, feelings, fairness, and workability.
- Choose a solution from several alternatives.
- Reflect on past performance in a stressful situation.

Key Definitions

thinking out loud—to say out loud what one is thinking

brainstorm—coming up with as many solutions as you can in a short amount of time

solution—an answer to a problem

evaluate—to determine or judge the value or worth of something

consequence—an outcome of an action

Preparation

- overhead projector
- Overhead Transparencies #6 and #7
- Handout/Take-Home: How to Solve Problems (two copies per student)
- Homework: Problem-Solving Worksheet (one copy per student)

Notes to Teacher

This lesson reviews the problem-solving sequence upon which the remaining lessons are built. It is important to establish the *think out loud* approach by talking through each step (see Teacher's Guide) and to spend time on each step. Research suggests that identifying the problem might be the most difficult step. Too often problems are described from one person's point of view. Stress consideration of the perspectives of those involved in the problem. When identifying needs, try not to frame them in terms of solutions or to blame through use of the word "you." For example, "I need to know if we're still friends" is preferable to "I need *you* to act like a friend."

Brainstorming solutions requires that as many ideas be generated as possible. It is important to *refrain from evaluating* at this stage. Not only criticism but also seemingly positive statements (such as "That's a good idea") can shut down the creative process by causing students to censor potential suggestions. A neutral response (such as "That's one idea. What else could s/he do?") spurs greater involvement.

If the students only offer prosocial solutions, you may volunteer one or two poor solutions so that they can be evaluated in the next step. Evaluating solutions comes <u>after</u> brainstorming is completed. If evaluating all the solutions offered is too time consuming, choose

several different solutions to demonstrate the process. The final step is to choose a solution. Emphasize the importance of switching to an alternative solution when a solution is not working.

The homework assignment provides more practice in using the problem-solving strategy on real-life problems. It also utilizes the final step in anger management—reflecting on one's performance in a problem situation. This allows students to see how the strategies intersect.

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Lesson Script

Review: In the last lesson you practiced techniques for handling stressful feelings and controlling impulses.

(Pass out Handout: "How to Solve Problems"—two copies per student.)

Overhead Transparency #6: How to Solve Problems

This is a problem-solving strategy we will use for the rest of this curriculum, so keep it handy. Many of you learned this strategy last year.

1. How many of you have used this strategy to solve a real-life problem? (Ask for voluntary sharing. Be ready with your own example.)
2. Why are the steps in the form of questions? (To help you think through a problem or talk with the person with whom you're having a conflict.)

Some of you have tried the *ask and answer* technique with yourself or another person. When you ask and answer these questions it is called *thinking out loud*. I'll demonstrate thinking out loud for a problem you might think through on your own.

Model Role Play

(Demonstrate the think out loud technique for dealing with a friend who is chronically late. Possible script: **"The problem is my friend is late to meet me for lunch and she has been late several times before. I feel irritated; I need to keep to a schedule. Hmmm . . . What are some solutions to this problem? I could stop having lunch with her. I could have lunch with her on days I'm not busy. I could bring a book to read while I wait. I could talk to her about the problem. What might happen if . . ."**—continue to think out loud and evaluate the solutions and choose one.)

The first step is to identify the problem. When you problem solve with yourself (intrapersonally) you would answer from your point of view as I demonstrated in the model role play. When you problem solve with another person with whom you're having a conflict (interpersonally), you would perform the whole step with that person.

3. How did I describe the problem?

Overhead Transparency #7: Brainstorming Solutions

The second step in solving a problem involves *brainstorming solutions.*

4. What does **brainstorm** mean? (To come up with lots of ideas in a short period of time.)

When you brainstorm, it is important not to judge your or others' solutions by labeling them "good" or "bad." Don't hold back; say what comes to mind.

5. What were the solutions I brainstormed? (List responses on overhead.)

After you have several solutions, the next step is to *evaluate* each solution (Step #3).

6. What does it mean to **evaluate**? (To identify the consequences of each solution, that is, what might happen as a result of each solution.)
7. For example, what is a **consequence** of (one of solutions on overhead)?

There are four questions we can ask ourselves when we are evaluating solutions:

- **Is it safe?**
- **How might people feel?**
- **Is it fair?**
- **Will it work?**

(Ask students to volunteer to evaluate the remaining solutions by asking and answering the evaluation questions out loud.)

The next step is to choose a solution and use it (Step #4).

8. What if I tried my solution and it wasn't working, what could I do? (Switch to another solution.)

Student Role Plays

Now break into pairs. One of you will think out loud by *asking and answering* the questions for a minor problem you have had recently. Your partner should sit next to you, but you should not look at each other. Your partner will prompt you to think out loud by asking or repeating a question if you get stuck. The prompter should not help solve the person's problem.

It helps if you use body language that shows you are thinking. (Discuss what this might look like.) **After one partner has answered all the questions, switch roles and repeat the process.**

(After the partners complete the role plays, ask:) **How did it feel to think out loud? Did you find it helpful? How did it feel to be a prompter?**

END

Closure

In this lesson we practiced a strategy for solving a problem.

9. Would you feel comfortable using this strategy with a friend or family member? Why or why not?

(Pass out the homework: "Problem-Solving Worksheet.")

Homework: Problem-Solving Worksheet

Fill in the problem-solving worksheet for a minor problem you are experiencing. You may use this with a friend or family member or fill it out on your own. Be sure to try out (apply) your solution.

After you apply the solution, answer the reflection questions in Step #4 of "What to Do When You Are Angry." This step helps you look back on how well you handled your feelings and solved the problem.

Take-Home: How to Solve Problems

Take home one of your copies of "How to Solve Problems." Teach the strategy to your family members and post it on the refrigerator or a bulletin board for future use.

HOW TO SOLVE PROBLEMS

1. What is the problem?

Each person says:

- what happened
- how I feel
- what I need

Restate the problem giving both points of view.

2. What are some solutions?

3. For each solution ask:

- Is it safe?
- How might people feel?
- Is it fair?
- Will it work?

4. Choose a solution and use it.

5. Is it working? If not, what can I do now?

HOMEWORK: Problem-Solving Worksheet

Unit IV, Lesson 5

Name _____ Date _____

Directions: Choose a problem you have presently or one you have had in the past and list five possible solutions. Then answer the four evaluation questions for each solution.

Step 1

What is the problem? _____

_____

Step 2

What are some solutions?

1. _____
2. _____
3. _____
4. _____
5. _____

Step 3

For each solution, ask:

	Safe?	Feelings?	Fair?	Work?
Solution 1				
Solution 2				
Solution 3				
Solution 4				
Solution 5				

Step 4

Choose a solution and use it (write 2-3 action steps for your solution).

_____

_____

Step 5

Is it working? If not, what can I do now? _____

_____

EXTENSIONS

Unit IV, Lesson 5

1. Past Conflict

Assign the following: Describe a conflict you have had with one other person in the past. Draw two stick figures with bubbles overhead. In the bubbles write how you think each person involved would identify the problem (i.e., what happened, how s/he felt, and what s/he needed). Add another bubble in which you define the problem, including both points of view.

2. Share with Your Mentor

Ask students to share the problem-solving steps with their mentors. They should use a real situation and practice the steps with them.

3. In the Media

Have students think of their favorite movie or television program and contrast how the various actors deal with conflict. Which one is the best role model for solving problems?

4. Round-Robin

Assign the following: We are going to practice identifying some made-up problems. The first person starts by saying what happened, such as "My friend never returned my math book." The next person follows by saying how s/he feels about the situation, such as "I feel angry because I don't have the things I need." The third person says what s/he needs, such as "I need my book back." The fourth person invents a new problem situation and starts the process again. We will continue around the circle until everyone has had a chance to respond, using each of the three steps.

5. Transfer of Training

Use the Problem-Solving Worksheet to help solve problems between students. You may want to create a problem-solving corner with a small table, two chairs, and a supply of worksheets and pencils.

6. Round-Robin

One student presents a problem situation. The next student offers one solution to the problem. Continue around the circle, brainstorming solutions, until they can't think of any more. (Next try a round-robin of asking the evaluation questions for each solution.)

UNIT IV: PROBLEM SOLVING
Lesson 6: Setting Goals

Concepts

- Setting goals involves identifying what you would like to achieve, creating steps to reach them, and predicting obstacles and how they might be overcome.
- Goals affect our choice of solutions in solving problems.

Objectives

STUDENTS WILL BE ABLE TO:

- define goal setting and provide examples.
- differentiate short-term from long-term goals.
- differentiate realistic from unrealistic goals.
- set a short-term goal.
- predict obstacles to reaching a goal.
- describe how goals affect problem solving.

Key Definitions

goal—an objective; something you want to achieve

short-term goal—a goal that can be reached in a short period of time (1-14 days)

long-term goal—a goal that can be reached over a period of several weeks, months, or years

predict—to anticipate or foresee an outcome

obstacle—something that gets in the way of achieving a goal

Preparation

- overhead projector
- Overhead Transparency #8
- In-Class Activity: What Is a Goal? (one copy per student)
- In-Class Activity: Setting a Short-Term Goal (one copy per student)

Notes to Teacher

Goals help to guide one's efforts in problem solving. An added evaluation question in Problem-Solving Step #3 might be "Does this solution help me reach my goal(s)?" Research suggests that youth who have established goals for themselves are more resilient and better able to handle the difficulties of adolescence.

Setting goals can be a difficult skill for people of any age, but it is especially hard in adolescence. Youth need to first know what they want and then they must decide if their goal is safe, realistic, and achievable. Students may select goals that trouble you, such as a goal of losing weight. This lesson applies the evaluation questions regarding safety, feelings, fairness, and workability to help students select appropriate goals.

It is important for students to tackle a short-term goal first. By experiencing early success in goal achievement, students may find it easier to accept the discipline required to reach long-term goals. Once a realistic short-term goal is set, the next step is to create clear and specific steps for reaching it. Guide students in predicting obstacles they may encounter along the way and generating ideas for dealing with them. The Extension Activities will help students work on this skill over time.

Lesson Script

Review: In the last lesson we reviewed and practiced steps for solving problems.

Today's lesson will focus on goal setting and how having goals affects the solutions we choose.

1. What is a **goal**? (Something you want to achieve; an objective.)
2. What is an example of a goal? (Write suggestions on overhead or board. Note: be prepared to offer your own examples to get the ball rolling.)

Goals can be *short-term* or *long-term*. Let's define short-term goals as taking 1-14 days to achieve and long-term goals as taking several weeks, months, or years to achieve. For example, spending some time with someone you would like to get to know better is an example of a short-term goal. Developing friendships with people you can trust is an example of a long-term goal.

3. Which of the goals the class listed are **short-term goals**? Which are **long-term goals**?
4. What is likely to happen if you treated a long-term goal as a short-term goal? (If you treated a long-term goal as if it could be achieved in a short amount of time, you would probably experience failure and disappointment.)

(Pass out In-Class Activity: "What Is a Goal?")

In-Class Activity: What Is a Goal?

Work in groups of two or three students. Read the examples of goals on the handout. Next to each goal write "S" for short-term or "L" for long-term. Put a star next to the goals you think are important for people your age. We will discuss your choices in ten minutes. (Discuss activity.)

Overhead Transparency #8: A Short-Term Goal

This overhead shows an example of a short-term goal for a boy named Jeff. Jeff has been getting "Cs" on math quizzes. His goal is to study an hour every day in order to better understand math.

It is important to select goals that are safe, fair, take into account your and others' feelings, and are workable or *realistic* (reachable, achievable).

5. Is Jeff's goal safe? Fair? Does it take into account his and others' feelings? (Yes, but he would need to ask how his need for quiet study time affects other family members.)
6. Is this an example of a realistic goal for Jeff? Why? (It is not too far out of reach.)

For example, if Jeff's goal had been to get an "A" on the next unit test in math, it may have been unrealistic, given that he had received "Cs" on all the quizzes. Jeff's goal focuses on what he has some control over—his study habits.

The next step in setting goals is to create specific steps for reaching the goal.

7. What are some steps Jeff can take to reach his goal? (Set a regular study time, create a study space which is free of distractions, have a math buddy or tutor he can call if he needs help, etc.)
8. What are some obstacles that might get in the way of Jeff achieving his goal? (Time, friends, distractions, other schoolwork, responsibilities, etc.)
9. How can Jeff overcome these obstacles? (Ask his family for help in creating a quiet study space, negotiate with his parent(s) over other responsibilities, budget specific time for friends, etc.)

(Pass out In-Class Activity: "Setting a Short-Term Goal.")

In-Class Activity: Setting a Short-Term Goal

Now you will each set a personal, short-term goal and then devise steps for reaching the goal. You may use the "What Is a Goal?" handout for ideas. Before you choose a goal, ask: Is it safe? How might people feel about it? Is it fair? Will it work/ Is it realistic?

(Circulate among the students and provide assistance.)

Goals affect the way we solve problems. Goals can provide solutions to some problems. For example, one solution to the problem of getting into trouble with friends would be to make new friends. Making new friends becomes a goal as well as a solution.

10. What is another way goals might affect problem solving? (Goals might affect our choice of solutions based on which ones support and which ones hinder us in reaching our goals.)

Closure

11. How did you feel about setting goals? (Probes: Did you feel confused? Excited? Hopeful? Was it hard to be serious?)
12. Why is it important to set goals?

Homework: Achieving the Goal

Write about your progress in reaching your goal. Check off the steps as you complete them. Describe obstacles you encountered and how you dealt with them. Did you achieve your goal? Why or why not? What, if anything, would you have done differently? (Check on student progress on this assignment over a two-week period.)

IN-CLASS ACTIVITY: What Is a Goal?

Unit IV, Lesson 6

A goal is something you want to achieve. Short-term goals can be reached in a short period of time (one day-two weeks). Long-term goals can be reached over a period of several weeks, months, or years.

Directions: Next to each goal below write an **S** for short-term or an **L** for long-term.

___ To invite someone new to my house.

___ To make a new friend.

___ To improve my study habits.

___ To understand the items I get wrong on each math test.

___ To complete my chores before dinner.

___ To negotiate for a $1.00 raise in my allowance.

___ To get to school on time for a week.

___ To have no tardies this quarter.

___ To work hard at a new sport.

___ To be capable of running nonstop for ten minutes.

___ To get through the day without acting angry.

___ To save enough money to buy a CD player.

___ To get a babysitting job.

___ To read three good books.

___ To go to college.

___ To spend more time with my family.

___ To turn in the weeks' homework assignments on time.

___ To keep from using my fists when I'm angry.

IN-CLASS ACTIVITY: Setting a Short-Term Goal

Unit IV, Lesson 6

Directions: Write a short-term goal for yourself. Make sure it is specific and can be reached within one or two weeks.

My short-term goal: _____

_____

Steps to reaching my goal:

1. _____
2. _____
3. _____

What obstacles might get in my way?

1. _____
2. _____
3. _____

How can I overcome these obstacles?

1. _____
2. _____
3. _____

What can I do if I reach my goal?

What can I do if I don't reach my goal?

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EXTENSIONS

Unit IV, Lesson 6

1. Learning from Others

Have students read a biography or autobiography of a famous person. What goals did this person set for her/himself and how did s/he work to achieve these goals? How long did it take to achieve the goals and what obstacles did s/he have to overcome? What did you learn from the book about setting and achieving goals?

2. In the News

Ask students to look for a magazine or newspaper article about someone who achieved a significant goal and then answer the same questions as in Extension #1 above.

3. Ask Your Family

Have students ask family members what their goals are, how they work to achieve them, and what obstacles they confront. Ask: Do your parents/guardians have goals concerning you? How do their goals for you match your goals for yourself?

4. Share with Your Mentor

Ask students to share their short-term goals with their mentors and to enlist their mentors' help in reaching the goals.

UNIT V: APPLYING SKILLS

Lesson 7: Dealing with Putdowns

Concepts

- Putdowns serve to belittle and psychologically hurt people.
- Bullies are people who consistently harass others; they are often victims as well as victimizers.
- Effectively dealing with putdowns and other bullying behavior involves ignoring the remarks, telling the bully to stop, and/or getting help.

Objectives

STUDENTS WILL BE ABLE TO:

- display coping skills for dealing with putdowns and other bullying behavior.
- provide reasons why some people put down and bully others.

Key Definitions

bully—someone who victimizes others through physical or psychological means

putdowns—words meant to humiliate or snub someone

ostracize—to shun as a group

Preparation

- overhead projector
- Overhead Transparency #9
- TV monitor and VCR
- *Work It Out* video (cue to second vignette)
- Role Play Cards (copied and cut)
- Role Play Observation Form (from Lesson 3; one per triad)
- Homework: It's How You Play the Game That Counts (one copy per student)

Notes to Teacher

This lesson reviews the lesson on bullying presented in Level One of this curriculum, this time with a focus on putdowns. Putdowns are one form of bullying behavior, though not all putdowns constitute bullying. Many students use putdowns in a playful way, but this form of humor can have hurtful results if the person doing the kidding is not sensitive to the feelings of the other person. The object of this lesson is to help students identify when putdowns have a negative impact and how to respond effectively to people who put them down.

Bullying can be an acute problem upon entrance to and sometimes throughout middle school or junior high. Bullies are of either gender. While male bullies are much more likely to use physical violence, female bullies tend to be more subtle by using psychological violence to put down, shun, or otherwise ostracize their victims. There is no one solution to bullying that works well in every situation. Encourage students to try strategies of ignoring, making humorous remarks, assertively talking back in a non-provocative manner, and seeking support through peers or adults. Emphasize switching to an alternative solution when one solution isn't working. As a teacher take a clear stand on bullying behavior and make yourself available as a resource.

Lesson Script

Review: In the last lesson you discussed and practiced goal setting.

In today's lesson you will use the problem-solving steps to deal with *putdowns*

1. What are **putdowns**? (Words that serve to humiliate or snub someone.)
2. Why do people use putdowns? (To be funny in front of peers, to kid a friend, to bully someone, to cause others to lose their cool.)

Putdowns can be used humorously without intent to hurt someone, but all too often putdowns hurt and are used to bully another person.

3. What are some of your experiences with putdowns, both as givers and receivers? Please do not use names. (Ask for a diversity of experiences—when a putdown was given humorously, but ill-received; when the person giving the putdown meant to hurt the student, etc.)

(Pass out In-Class Activity: "Dealing with Putdowns.")

Video Vignette: Dealing with Putdowns

Let's watch as CARL has difficulty handling putdowns from DANNY, a student in his P.E. class.

(Show the first half of the "Dealing with Putdowns" vignette of the *Work It Out* video. Stop at the PAUSE FOR DISCUSSION sign.)

4. Who do you think was in control of the situation? (Danny)
5. Why do you think Danny put down Carl? (To have power and control; he might be put down by others and so passes it along; for amusement.)

It is important to think of why people put down others. Often their goal is to cause the other person to "lose their cool." You can make it your goal not to lose your cool.

6. How do you think Carl felt about the putdowns? (Angry, scared, humiliated.)
7. How did Carl react and what were the consequences of his reaction? (By pushing Danny in retaliation, it served to heat up the conflict—add fuel to the fire; they were sent to the office.)
8. What else could Carl have done about the problem? (Ignore Danny; use humor to defuse the situation; tell him to stop and just play the game; get support from friends; get help from the P.E. teacher.)
9. Evaluate the solutions using Problem-Solving Step #3.

Putdowns are a form of bullying. There is not one solution that works best in every situation involving bullies. You often need to keep trying solutions until the bullying stops.

Now get back in your groups and decide what solution or combination of solutions you would use. Then create four or five behavioral steps to perform the solution. As you may recall from *Second Step* lessons in previous grades, behavioral steps describe what to do step-by-step.

Overhead Transparency #9: Dealing with Putdowns (Skill Steps)

(Discuss behavioral steps and come up with a sequence for the class to follow in role plays. Suggested steps are as follows:)

1. Stay calm.

2. Ignore the person.

3. Think about the consequences.

4. Seek out supportive friends.

Model Role Play

Now let's watch how Carl handles the situation differently, using some of the skills we discussed.

(Show the second half of the "Dealing with Putdowns" vignette of the *Work It Out* video.)

10. After viewing this scene, would you like to change any of the steps you generated? (You may also wish to model Carl using the steps generated by the class, especially if the class's steps differ from those displayed in the video.)

Sometimes putdowns are a form of humor used with friends.

11. Would you react differently to a friend who puts you down? How might your steps differ? (Cue the person that her/his comments hurt, such as saying, "Ouch that hurts"; use an "I" message; etc.)

Student Role Plays

Now you will role-play some situations in which you deal with putdowns. Stay in your triad. Two of you will role-play while the third student acts as the observer. Use the Role Play Observation Form. Remember to switch roles so everyone has an opportunity to practice the steps and be the observer.

(Pass out Role Play Cards and Observation Forms.)

(After student pairs role-play in front of the class, ask: How did they do? Did they follow the steps for dealing with putdowns?)

Closure

In today's lesson you generated steps for dealing with putdowns and then practiced the skill.

12. Which of the steps felt most comfortable?

(Pass out Homework: "It's How You Play the Game That Counts.")

Homework: It's How You Play the Game That Counts

Read the situation on the homework sheet and answer the questions.

ROLE PLAY CARDS

Unit V, Lesson 7

- A student puts down your schoolwork (pick a subject).

- Someone makes fun of your hair.

- An acquaintance makes fun of what you wear.

- A student makes fun of the way you dance.

- A student gossips about you so that you can hear it.

- A friend tells you you're a klutz and can't stop laughing.

- A neighborhood bully yells insults at you every day when you walk home.

- A family member says you're lazy.

- A friend puts down your taste in clothes.

- A friend puts down your boyfriend or girlfriend.

- A student mimics the way you walk down the hall.

- Someone you don't know ridicules you while riding a city bus.

HOMEWORK: It's How You Play the Game That Counts

Unit V, Lesson 7

Read the following situation:

Faye and Diane are on the same soccer team in P.E. class. Faye is good at a lot of sports, but she hasn't played much soccer. She is just learning the game. Diane is an experienced soccer player.

The score is 3-2 with the other team ahead. Diane becomes frustrated when Faye won't pass her the ball.

"Don't you know what a pass is?" says Diane.

Faye begins to feel her face getting hot and clenches her fists. She glares at Diane.

"Look, if you don't know how to play, then just stay out of the way," says Diane as she walks away to begin playing again.

"You're not so hot yourself," Faye calls back.

Minutes later as the ball is kicked to Faye, Diane moves in and elbows her aside.

Answer the following questions:

1. What are Faye and Diane's points of view? (Include thoughts and feelings.)

2. How did Maya's response to Carl in the video differ from Diane's response as a teammate?

3. Use the steps generated in class to show what Faye could say and do.

EXTENSIONS

Unit V, Lesson 7

1. Affirmations

Have students draw a self-portrait and leave it on top of their desks. Next have the students circulate around the room and write affirmations on others' pictures (no negatives allowed). Encourage students to say or think the affirmations to themselves when confronted with putdowns.

2. Sexual Harassment

Have students define the term sexual harassment and say how it is related to bullying. Facilitate a brainstorm of examples of harassment, then have the students suggest ideas for addressing the problem.

3. Not-So-Comic Comics

Have students create a comic strip for how they might react if a friend puts them down in a humorous way but they feel hurt about it.

UNIT V: APPLYING SKILLS
Lesson 8: Negotiating for What You Want

Concept

- Negotiation involves identifying a goal, addressing the other person's needs or concerns as well as one's own, and offering and/or agreeing to a solution that is mutually beneficial.

Objectives

STUDENTS WILL BE ABLE TO:

- apply the problem-solving steps to a situation involving conflicting goals.
- identify the benefits of win-win negotiation.
- generate and demonstrate steps for effective negotiation.

Key Definitions

negotiation—to reach an agreement through a discussion in which each side usually makes gains and allowances

win-win solution—a negotiated agreement that is mutually beneficial to the people involved

Preparation

- overhead projector
- Overhead Transparency #10
- TV monitor and VCR
- *Work It Out* video (cue to third vignette)
- Role Play Cards (copied and cut)
- Role Play Observation Form (from Lesson 3; one per triad)
- Homework: Planning for Negotiations (one copy per student)

Notes to Teacher

Negotiation is an advanced form of problem solving. It requires that the people involved first identify what they want or need. Each side then needs to predict, understand, and address the perspective of the other side. In order to achieve a "win-win" solution, both sides need to reach a mutually beneficial agreement. It should be noted that while it is good to work towards win-win solutions or agreements, this is not always possible in real life. Sometimes we just don't get what we want. In a friendship one may need to make allowances in one situation with the understanding that it will balance out in the long run.

In negotiations with parents it is important for students to demonstrate that they are capable of handling the increased responsibility or independence that they seek. However, there is a thin line between putting your best foot forward and manipulation; the goal of the former is to demonstrate responsible behavior, while the goal of the latter is to trick the parent into giving in. The video discussion explores this theme.

Lesson Script

Review: In the last lesson you practiced steps for dealing with putdowns.

In today's lesson you will practice skills for *negotiation.*

1. What does **negotiation** mean? (To reach an agreement through a discussion in which each side usually makes gains and allowances.)

Negotiation is an important skill for reaching agreements that are mutually beneficial to those involved. When both persons' needs are met, it is called a *win-win solution.*

2. Who has a real-life example of a win-win solution?

Video Vignette: Negotiating for What You Want

Let's watch as BECCA plans to go to a concert with her friend ERIN but gets off to a bad start in trying to reach an agreement with her MOTHER.

(Show the first half of the "Negotiating for What You Want" vignette of the *Work It Out* video. Stop at the PAUSE FOR DISCUSSION sign.)

3. What is the problem? (Becca wants to go to a nighttime concert, but her mother won't let her go because she feels it might be an unsafe situation. Becca feels angry at her mother and needs to socialize with her friends. Her mom feels angry about Becca's attitude and needs to know that her daughter is safe.)
4. What do you think of Becca's reaction?
5. What might happen if Becca decides to sneak to the concert while her mother is at work? (Could get caught; be grounded; mother would lose trust in her, etc.)
6. How might Becca have dealt with the situation differently? (Becca could have informed her mother ahead of time, chosen a better time to talk, made safer arrangements, asked what her mother needed in order to say "yes," spoken respectfully, etc.)
7. Evaluate the solutions using Problem-Solving Step #3.
8. Which of these solutions offers a win for Becca and a win for her mother?
9. Which solution do you think Becca should choose? (Note: have students pick from their evaluated solutions.)

Overhead Transparency #10: Negotiating for What You Want (Skill Steps)

It is easier to perform a solution when it is broken down into steps. Sometimes the best solutions are a mixture of solutions.

10. What steps should Becca take, and in what order should she do them?

(Write on the overhead the steps the students generate.)

11. What if Becca had done the steps very well, but her mother still said "no"? (Find something else to do on Friday night; talk with her mother again later; etc.)

(Suggested steps)

- **Identify your goal.**
- **Choose a good time to talk.**
- **Predict the other person's needs and concerns.**
- **Offer a win-win solution.**
- **Give and take.**

Model Role Play

Before we role-play, let's watch how Becca handles the situation differently, using some of the skills we discussed.

(Show the second half of the "Negotiating for What You Want" vignette of the *Work It Out* video. Stop at the PAUSE FOR DISCUSSION sign.)

12. How did Becca's mother feel about her doing the dishes when it wasn't her turn? Note: Discuss the difference between putting your best foot forward and manipulation.
13. After viewing this scene, would you like to change any of the steps you generated?

(You may also wish to model Becca using the steps generated by the class, especially if the class's steps differ from those displayed in the video.)

Student Role Plays

Now we will role-play some situations in which you negotiate for what you want. Pair up with another student and have a third student be the observer. Use the Role Play Observation Form. Remember to switch roles so everyone has an opportunity to practice the steps and be the observer.

(Pass out Role Play Cards and Observation Forms.)

(After student pairs role-play in front of the class, ask:) **How did they do? Did they follow the steps for negotiating for what they wanted?**

Closure

In today's lesson you generated steps for negotiating for what you want and then practiced the skill.

14. Reflecting on your past experiences, do you think these steps would work for you? Which steps did you feel most comfortable performing?

(Pass out Homework: "Planning for Negotiations.")

Homework: Planning for Negotiations

Using the homework sheet, plan for a real-life negotiation.

ROLE PLAY CARDS

Unit V, Lesson 8

- You want to learn to play the drums, but your parents dislike loud noise.

- You and your sister like different TV shows, but they're on at the same time.

- You want to borrow a friend's favorite shirt to wear to a dance.

- You want a raise in your allowance.

- You want to go to a friend's party, but your parents are afraid it may be wild.

- You want to go to a summer camp, but your parents don't have the money.

- You want to stay up later on weekday nights.

- You want to do yard work for a neighbor, but your parents are afraid your school work won't get done.

- You want to spend time with a new friend but still be close with an old friend.

- You and your friend plan to go to the movies but can't agree on which one.

- You and your sister/brother can't agree on where to sit at the dinner table.

- You have been absent for a week with the flu and you feel you can't make up all your school work by the time report cards come out.

HOMEWORK: Planning for Negotiations

Unit V, Lesson 8

Directions: Think of what you want to negotiate and with whom. Write down the skill steps created in class. For each step write down when you would do it, name an obstacle, and state how the obstacle might be overcome.

Situation you want to negotiate:

With whom do you want to negotiate:

Step	Timing	Obstacle	How Overcome
1.			
2.			
3.			
4.			
5.			

EXTENSIONS

Unit V, Lesson 8

1. Share with the Family

Ask students to share what they have learned from this lesson with their families and mentors. Suggest asking their parents/guardians/mentors if they ever use negotiation skills in their work or other areas of their lives. Discuss something you would like to negotiate with them.

2. Social Skills in the Workplace

Read the following statistics* to the students:

65% of all "performance problems" with employees result from conflict within work relationships.

"Office politics" is a bigger hindrance to productivity than any other corporate problem.

- What do "performance problems" and "office politics" refer to? (Doing work poorly, difficulties in getting along with others on the job.)
- What do these statistics say to you? (Possessing social skills is as important as possessing a specific job skill.)
- What social skills are needed in the workplace? (Negotiation, active listening, good communication skills, making and responding to a complaint, problem solving, anger management, interrupting politely, giving and receiving compliments, making conversation, etc.)
- Ask your parents or caregivers what social skills they most use on the job.
- If you were older and looking for a job, what social skills would you need to improve on?

*Skube, D. (August 7, 1995). Sometimes going by the book doesn't lead to success. *Seattle Times.*
*Skube, D. (October 16, 1995). Interpersonal skills critical to success. *Seattle Times.*

3. Final Projects

Choose from one of the following projects or create your own final project.

- Create a music video or audio tape on violence prevention.
- Perform role plays for another class or a school assembly. Use a student narrator to introduce the role plays.
- Create an illustrated book of *Second Step* skills.
- Have a *Second Step* graduation party and invite your mentors.
- Design a school-wide campaign to educate students about violence prevention.

Second Step

A Violence Prevention Curriculum

1. Understanding the Problem

2. Training for Empathy

3. Anger Management

4. Problem Solving

5. Applying Skills

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Components of Empathy

Empathy includes the ability to . . .

- identify how another person is feeling.

- understand another person's point of view.

- respond emotionally and show understanding to another person.

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Active Listening

Includes . . .

- making eye contact
- nodding and other gestures
- rephrasing or saying back what you heard
- asking questions

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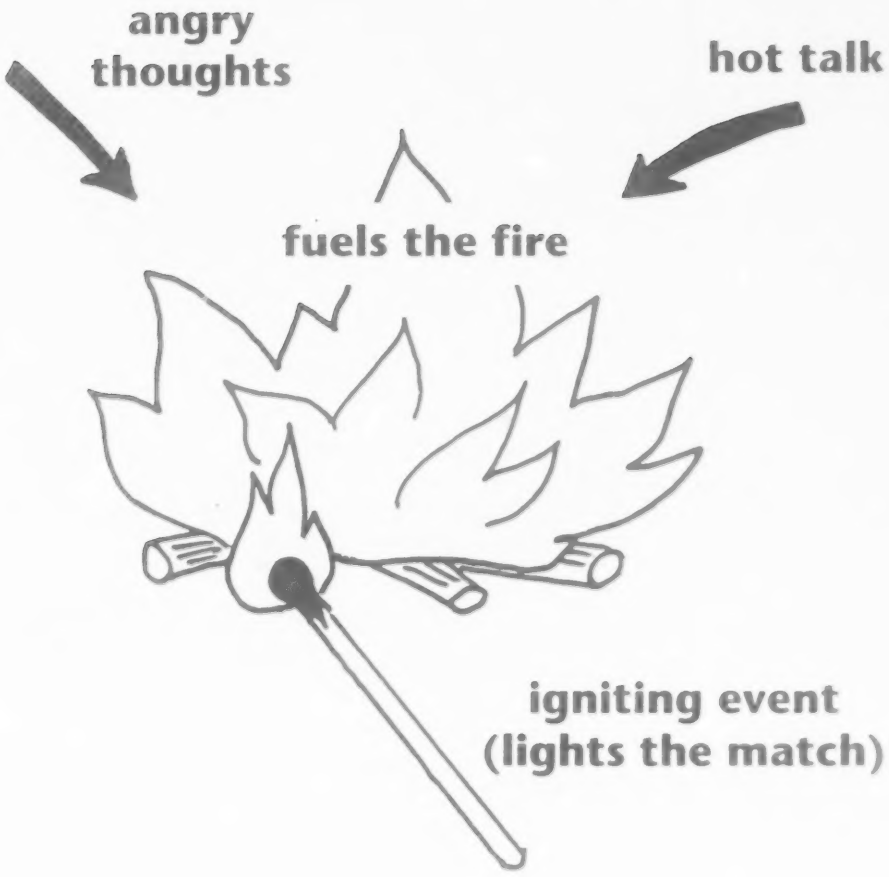
The Fire Within

How "hot talk" adds fuel to the fire
and
leads to impulsive reactions



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WHAT TO DO WHEN YOU ARE ANGRY

1. How does my body feel?

2. Calm down:

- Take three deep breaths.
- Count backwards slowly.
- Think calming thoughts.
- Talk to myself.

3. Think out loud to solve the problem.

4. Think about it later:

- Why was I angry?
- What did I do?
- What worked?
- What didn't work?
- What would I do differently?
- Did I do a good job?

Overhead Transparency #5 *Second Step, Middle School/Junior High, Level Three* © 1997 Committee for Children

HOW TO SOLVE PROBLEMS

1. What is the problem?

Each person says:

- what happened
- how I feel
- what I need

Restate the problem giving both points of view.

2. What are some solutions?

3. For each solution ask:

- Is it safe?
- How might people feel?
- Is it fair?
- Will it work?

4. Choose a solution and use it.

5. Is it working? If not, what can I do now?

Overhead Transparency #6 *Second Step: Middle School/Junior High, Level Three* © 1997 Committee for Children

Brainstorming Solutions

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A Short-Term Goal

Jeff has gotten three "C"s on math quizes in the past month. The unit test is in two weeks and Jeff wants to get a better grade on it.

Jeff's short-term goal: To study every day for an hour in order to better understand math.

Steps to reaching the goal:

1. _____

2. _____

3. _____

What obstacles might get in his way?

1. _____

2. _____

3. _____

How can he overcome these obstacles?

1. _____

2. _____

3. _____

What can he do if he reaches his goal?

What can he do if he doesn't reach his goal?

Overhead Transparency #8 Second Step: Middle School/Junior High Level Three © 1997 Committee for Children

Dealing with Putdowns

1.

2.

3.

4.

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Negotiating for What You Want

1.

2.

3.

4.

5.